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ABSTRACT

This paper presents three interrelated diagnostic tools that can be used by school staff as they begin to plan a systemic reform effort. These tools are designed to help educators reflect on their experiences in creating changes in their school and to examine the current barriers to and supports for the change process. The tools help school design teams discuss restructuring and systemic reform by helping them understand how schools function as systems, how to begin the reform process within a school community, and how to ensure that the process supports and encourages improvements throughout the entire organization. The three tools include: (1) Mapping, a process for creating a visual profile of the school's organizational history and the impact of change; (2) the Making Change Game, a school-improvement simulation of organizational change in educational settings; and (3) the Four-Frame Model, a diagnostic framework based on Bolman and Deal's (1984) four approaches to organizational change--structural, human resource, political, and symbolic--to examine what is working and not working in the school. The description of each tool is divided into four sections--the purpose, the tool-at-a-glance, participant learnings, and consultant learnings. Appendices contain sample school-journey maps and instructions and handouts for conducting the second two games. (LMI)

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Diagnostic Tools for the Systemic Reform of Schools

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DIAGNOSTIC TOOLS FOR THE SYSTEMIC REFORM OF SCHOOLS

by

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March 1994

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ABSTRACT

Diagnostic Tools for the Systemic Reform of Schools help educators to (1) reflect on experiences in creating changes in their school and, (2) examine current barriers and supports to the change process.

The tools presented in this document help school design teams to discuss restructuring and systemic reform by helping them better understand how schools function as systems, how to begin the reform process within a school-community, and how to ensure that the process supports and encourages improvements throughout the entire organization. Tools include: (1) a process for mapping organization history and change impacts, (2) a school improvement simulation, and (3) a diagnostic framework for examining what is working and not working in the school.

TABLE OF CONTENTS

Page

DIAGOSTIC TOOLS FOR THE SYSTEMIC REFORM OF SCHOOLS

Introduction 1
Contents of the Toolbox 2

TOOL #1: MAPPING A SCHOOL'S JOURNEY 3

Purpose 3
Mapping at-a-Glance 5
Participant Learnings 7
Learnings as Consultants 9

TOOL #2: MAKING CHANGE GAME 11

Purpose 11
Making Change Game at-a-Glance 12
Participant Learnings 14
Learnings as Consultants 15

TOOL #3: FOUR-FRAME MODEL 19

Purpose 19
Four-Frame Model at-a-Glance 22
Participant Learnings 25
Learnings as Consultants 27

CONCLUSION 29

Bibliography 31

APPENDIX A: MAPPING: Sample School Journeys

APPENDIX B: MAKING CHANGE GAME: Instructions and Handouts

APPENDIX C: FOUR-FRAME MODEL: Instructions and Handouts

DIAGNOSTIC TOOLS FOR THE SYSTEMIC REFORM OF SCHOOLS

Introduction

This paper presents three interrelated diagnostic tools that can be used by school staff as they begin their planning of a systemic reform effort to redesign the teaching and learning process. What the tools have in common is that they introduce educators to diagnostic materials which encourage staff (1) to reflect together on the history and past experiences of creating changes in their school and; (2) to examine current barriers and/or supporters to the change process.

The tools are designed to be used at the beginning stages of a change effort. One of their most important values is that each of them provides school staff with a process and a set of skills for thinking about the schools as whole organizations composed of a series of interrelated parts. This is especially important for educators who are used to adding on reform pieces or buying innovations and plugging them into the school system without much thinking about how such additions will affect other aspects of the organization. The research behind these tools is drawn in part from the organizational development and behavior literature that has historically emphasized viewing an organization as a complete system. In contrast, much of the education literature on school change has historically focused on dividing the school into separate areas such as governance or curriculum and concentrating on incremental improvements, rather than the design of a more holistic approach to reforming teaching and learning.

The need for such diagnostic tools is clear. Presently, there is much academic discussion of restructuring and systemic reform, but not a lot of useful information is available which focuses on how to begin such a process with a school community and how to ensure that the process supports and encourages improvements throughout the entire organization. What these tools can do is help educators more clearly

improvement efforts they have been involved with. This is especially important at the present time because there is a growing emphasis on systemic reform and more integrated approaches to school improvement at both the federal and state level, yet there are conflicting definitions of what such terms mean and how they can be practically applied to schools.

One of our objectives is to develop a set of tools over time that will provide practical approaches design teams can use to better understand how their schools function as systems as well as to help them develop viable strategies for creating holistic change.

Contents of the Toolbox

What follows are explanations of three tools: Mapping, Making Change Game, and Four-Frame Model. Others will be added to a toolbox as they are either developed by staff at Far West Laboratory in their work with schools or adopted from other sources such as the work of other Laboratories or other consultants involved in helping schools change their organization. The description of each tool is divided into four sections: (1) Purpose, (2) The Tool at-a-Glance, (3) Participant Learnings, and (4) Learnings as Consultants. The Appendix provides in more detail some of the actual handouts and sets of directions used in presenting these tools to educators. The purpose of this paper is not to provide a step-by step explanation of how to organize a workshop using these tools. Instead, it is to provide enough concrete information about the tool and its effectiveness that others will understand its usefulness to their own work with schools and request more detailed information on the actual mechanics of using such a process.

These tools are the beginning of an expanding repertoire of available, practical approaches. The tools described have been used in a variety of different settings ranging from large workshop presentations to educators from a variety of different

districts to hands-on sessions with staff from a single school or a single district. The tools are interrelated and have been used in sequence over a period of time with different schools. The Mapping Exercise, for example, allows people to examine their organizational history and to discuss how changes have been implemented over time. It can develop teamwork in a low-risk environment. The Making Change Game uses a simulation format to have participants experience the difficulties of implementing real changes and to discover strategies that work as well as the resistances that exist in any organization, no matter how valuable the reform ideas. Finally, the Four-Frame Model for diagnosing the current organizational culture provides a language and structure for people to look realistically and honestly at what is working and not working in their school at the present time.

What will be added next to the unfinished toolbox are tools to help schools decide concretely on their next steps. We are working on a work flow analysis that will be based on the diagnostic information provided by these tools. This analysis will help staff prioritize what they should change and in what order, so that their redesign efforts will remain coherent and unified.

TOOL #1: MAPPING A SCHOOL'S JOURNEY

Purpose

The mapping exercise, adapted from a journey process designed by the Regional Laboratory for Educational Improvement of the Northeast and Islands (Owen, J., Cox, P. Watkins, J., 1994), is a visual tool for educators that encourages them to review the history of change efforts in their school for as far back as they can remember. This visual "map" of a school is really a symbolic profile of the school, a flow chart that traces some of the critical points in school staff's journey through changes over time. Because it is a visual map and participants are urged to use written and graphic language to "draw out" the historical events that affect the present, there is a freedom

for them to be quite creative in depicting the rational as well as the non-rational episodes of their organizational life together.

A major purpose of the exercise is for staff from the same school to create a "group memory" and review together their organizational history. It can be useful for students to develop maps as part of a district-wide effort. The exercise serves as a visual reminder that the success of current change efforts are determined by a past history that many times is not considered by a school or district when it embarks on a new reform. Instead, it is much more common for staff to approach every new reform without considering lessons they could learn from past experiences. The discussion that surrounds a group's determination of what events are important enough to be placed on the map also remind them that there can be many different interpretations of the same event. Each person will weigh the significance of an activity differently depending on factors such as their role, age, race, gender, and previous work experience.

The exercise is developed on the assumption that the important changes in a school can be organized around five general questions[1]:

1. *What's different for students?*
2. *What's different about teaching and learning?*
3. *What is different about the organization and operation of the school?*
4. *What connections are being built within the district? With parents and community? With external resources such as businesses or universities?*
5. *What questions are being asked?*

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[1]Reprinted with permission of The Regional Laboratory for Educational Improvement of the Northeast and Islands from Genuine Reward: Community Inquiry into Connecting Learning, Teaching, and Assessing by Jill Mirman Owen, Pat Cox, and John Watkins. (c) 1994: In press.

Staff in the Northeast Laboratory developed these questions to guide the thinking behind the mapping process. They can provide a focus for participant consideration of which events should be included as part of the map and which ones should be viewed as minor distractions along the journey.

One of the values of this exercise is that it encourages each school to remember its past before it embarks on its own unique journey to the future. It provides a collective understanding of past efforts in a school or a district. More senior members of the staff provide a history that newer members probably don't know about. The result is a deeper understanding of the complex mix of events and people that have influenced the direction a school has taken.

Schools also can learn from the journeys of other schools. Before the mapping exercises begins sample maps from other groups can be used for a discussion of the value of completing a map. In district-wide mapping, once maps are hung on the walls for a whole group discussion, it is not uncommon for teachers from an elementary school, for example, to be able to understand the differences in school culture between their schools and the middle or high school in their same district by looking at the very different way events are depicted and visually placed on the maps.

Mapping at-a-Glance

This mapping exercise takes approximately one to one and one-half hours to complete. We have found it to be very useful when it is used in conjunction with the Making Change Game also described in this paper. The two exercises together help a school staff more fully understand how complex and frustrating trying to implement organizational change can be. It helps them be more realistic about the time requirements and level of commitment necessary to make any significant change.

The exercise begins by dividing the participants into teams by school or district. If it is a district group, the staff can be divided by school level - with the elementary, middle, and high school staffs (and the district administration if applicable) in separate groups. Each of the groups needs to be provided with long pieces of white paper and many different colored crayons, so they can plot the journey of their school in a variety of ways. It is important that there is enough paper to allow participants to be as visual and non-linear as they would like to be, so they can depict overlapping or repetitive events as much as they need to.

The question that really focuses the exercise is: How has our school gotten to where we are now? It is important to explain to participants that the initial map will be the first cut at this task. There will opportunities later on for additional overlays and mappings of their journey. One underlying assumption is that the mapping of the school journey will change as staff get more involved in remembering and analyzing the events of the past that have led up to the present situation in their school or district. Tell them to consider that the work will be a draft in progress. The map will be added to, even transformed, as others look at it and as their work together progresses.

Again, borrowing and modifying from the materials created by the Northeast Laboratory, we provide a concrete set of directions. We tell participants that their school and district have already made many moves that have led them to this point in the development of their organization. Even if some of the staff are fairly new to the school, there have been decisions, activities, events in the district that have helped shape the present situation they are in. These may be decisions on staffing, curriculum, professional development, the use of technology, restructuring, etc. The purpose is for the team to reflect together on the school's progression over time.

The basic direction provided to staff is to describe their school's journey to the present. If participants need additional probing, ask them to consider what obstacles

they have overcome, as well as the types of support they presently have or have had in the past. Ask them to also consider changes in leadership or staff that either have created institutional stalemates or leaps forward toward reform. They need to consider concrete events as well as more subtle internal and external patterns that have affected the school as an organization.

Make it clear that you are asking them to draw a visual picture (including symbols, pictures, writing) that shows the journey they have taken so far. Let them know that there are many different ways that the journey can be portrayed. Remind them to think about what has happened in their school and district over time that has led them to this point. During the debriefing, staff will have the opportunity to explore how their school's history might affect them as they move forward. In fact, one of the valuable lessons of the mapping exercise is that it reminds participants that all changes are influenced by past experiences. Change doesn't take place in a vacuum, but rather is the continuation of past events in the life of the organization.

Participant Learnings

This mapping exercise gives participants an understanding of the historical context in which present change efforts in their school are occurring. They have the opportunity to review together what the history of change in their schools has been, what are commonly viewed barriers to the change process as well as unique opportunities.

Through the exercise they develop together a common perspective. The newer staff members achieve an understanding of an institutional history which can support more positive entry into the organization. The group discussions encourage a collective process of weighing the significant versus the insignificant events in the history of an organization. It helps build a more complete understanding of how the events from the past may affect staff attitudes and reactions to current change efforts.

Patterns begin to emerge as the map develops. For example, it is not uncommon for staff from the same school to see certain repetitions such as how the introduction of a new school principal or a new district superintendent causes a change in the direction of a school and the implementation of a different set of reform priorities. Staff can also see how dynamic their school really is. One commonly held frustration of teachers is that nothing ever really changes. Many times the final map will show that there have, in fact, been a tremendous number of changes, though the changes may not necessarily build on each other in ways that genuinely strengthen the school as an organization.

The maps are also a striking way to show differences between different school cultures, clarifying why it may be difficult for a school district to develop coherent transitions for students as they move from elementary to middle to high schools. For example, in facilitating this mapping exercise with the staff from a small, rural school district composed of one elementary, one middle and one high school, the maps created by the staff from the three schools were strikingly different in design. Staff from the elementary school drew a complicated journey through a Candyland-type game board composed of events, people, external intrusions and "hot spots" which created turmoil in the school. For example, to emphasize a period of teacher burnout they drew a cemetery with a tombstone that said "Here lies all worn out teachers." The path of events meandered in a complex set of patterns, sometimes circling back on itself. The middle school staff drew a vertical trail of events and "fires" which revealed some of the difficulties they were having in coming to consensus over the vision of their school. The high school staff created a map composed almost entirely of factual changes in staff and leadership. There were no innovations in curriculum or assessment, no introduction of new rituals in the school and the few events presented were portrayed in a linear fashion through a series of overlapping circles or "hoops."

These strikingly different visual statements provided accurate reflections of how the separate schools were viewed by many familiar with the district. For example, in this

particular district, the elementary school had a reputation for innovation and for a creative and unified staff. The middle school had a reputation for being in transition from a traditional junior high to a middle school and was struggling to implement innovations in curricula and governance. Teachers were about to move into a new school building and were stuck between the "old way" and a newer middle school format. The high school had a reputation for being a dinosaur, an institution resistant to even minor changes where staff held fast to traditional ways of teaching and assessing students.

Once the maps were hung on the walls, the staff from these three different schools immediately understood in a more visceral way why district-wide reforms did not succeed very well. They were not a truly *unified* district, but rather a series of three only loosely-linked organizations. This insight allowed them to consider strategies for change in a very different way.

Learnings as Consultants

We have learned that the facilitator needs to leave enough time for participants to discuss together what the maps can reveal to the school staff about the history of their organization. Posting them on the wall encourages comparisons, allowing different schools from the same district to understand their unique organizational histories as well as similarities in themes and events that may bind them more closely together than they realize. Schools from different districts may also see similar patterns of resistance or barriers to change as well as problems in the implementation of reform with schools in other districts quite different from them in terms of size, demographics or location.

We have also learned that it is important to give participants the chance to revise their maps after discussion in the larger group. Many times listening to other presentations will jog the collective memories of a group and they then want to add or

delete events from the mapping of their school journey. It is also important for the consultant to remind participants that the mapping exercise is an additive experience. The more the staff from a school reflect together on events in their organizational history, the more they develop together a deeper understanding of the past and its effect on present reform efforts.

Although the five general questions developed by the Northeast Laboratory can be helpful, we have found that it is not useful to expect participants to answer these questions during the first mapping. Rather, these questions can be useful at a later state of refinement and reflection. For example, we have found that it is often difficult for staff to focus on student learnings in their first map. Instead, it is important for the facilitator to ask how the changes made over time have affected the students at the school late in the process. After a period of reflection, it is helpful to allow participants to go back to their maps to add and discuss how students were affected.

Another learning is that facilitators also need to leave enough time for participants to discuss together how insights from the mapping exercise can influence the current reform efforts schools are involved in. The facilitator needs to work closely with participants to help them draw parallels between the past and current activities by asking them to focus specifically on what can be learned from these past journeys.

It is also important to ask participants to identify *how* changes were actually made. As a springboard for a discussion of future planning the facilitator should point out that the changes made to the school were made by individuals taking on leadership roles and working in teams within the organization as well as by external forces. This can run counter to the belief among many school staff that they are powerless to affect the school at large and to create real reform.

TOOL #2: MAKING CHANGE GAME

Purpose

Making Change for School Improvement is a board game designed for educators that simulates organizational change in educational settings. Players have the opportunity to try out real life strategies for changing policies and practices in a fictional school district. *Making Change* has a triangular framework based on three pieces of educational research on change: (1) *Adopter Types* which defines how individuals' personalities affect how they will adopt new ideas (Rogers, 1971); (2) the *Concerns Based Adoption Model* (Loucks & Hall, 1979), which describes the process people go through as they adopt a new idea or innovation, and the *Study of Dissemination Efforts Supporting School Improvement* (Crandall, et al., 1982) which describes the kinds of support needed in every phase of the change process in schools.

The 24 people who make up the simulation's fictional school district are based upon Everett Roger's six adopter types. Rogers found that different types of people react differently to situations requiring them to change. Whereas innovators are highly motivated to try new concepts (and as not part of the crowd, are often thought of as peculiar), the adopters called "early majority" take a wait and see approach and are more often supporters than pacesetters. In the end of the spectrum, the resisters are reluctant to try anything new.

The game is developed on the assumption that organizational change is a result of a critical mass of people in the organization undergoing some change. Change can be defined as anything that is new to an individual or setting, ranging from new curriculum or instructional practices to new roles or structures. *Making Change* assumes that change happens in individuals first, organizations second. The founders have incorporated into the game the Concerns-Based Adoption

Model's series of stages that people go through when undergoing some kind of change. In this model, individuals go through specific Stages of Concern (ranging from concern for self to refinement of the innovation), affecting the level of use of the innovation.

The third framework that supports *Making Change* is the *Study of Dissemination Efforts Supporting School Improvement* (Crandall, et al., 1982) which studies the kinds of activities that support or encourage school improvement. There are four basic components from which the game activities are built (1) administrative approval is crucial to success; (2) a broad base of support is necessary for implementation; (3) training and assistance is necessary even after the program is underway; and (4) participants must pay attention to its institutionalization, from developing new school policies, to including the innovation in future budgets, etc. to sustain an innovation.[2]

Making Change Game at-a-Glance

In this simulation, participants become members of a fictitious district equity committee and are given an array of possible activities to conduct in the district ranging from producing a materials display, to attending related workshops, to developing a district-wide theme week. The district consists of a school board, administration, a K-8 school and a high school. The size of the district allows participants to experience the complexity of managing a district-wide innovation within a relatively small school system.

In two hours (which simulates a two-year interval) participants strive to move the 24 players on the board across the board through five stages: information,

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[2]Information in this section was derived from the *Making Change* game Leader's Manual

interest, preparation, early use, and routine use. As more educators use the innovation on a regular basis, the students benefit and the team receives "stubens." What makes *Making Change* unique is that unlike other tools, a team can only win the game if the effort of the innovation "trickles down" to the student level. It is only when students actually benefit (i.e., when staff members reach the early and routine use stages) that the team can "win" the game.

Each team of 4-5 participants receives a game board, an adequate amount of money, player cards, and a list of possible activities to conduct during the two year period. The "player cards" describe the general personalities of the 24 educators in the district, from the district superintendent to the school counselor. One clear advantage of using this simulation is that it allows participants to grapple with group dynamics common in their school or district without "naming names." Based on Rogers' research on Adopter Types, the player cards portray recognizable personalities in organizations, from the "go-getters" to the "wait and see" personalities to the "we tried that before and it didn't work" types.

Team members decide on an activity to conduct from an activities list, chose the appropriate players (e.g., who is to participate in a workshop) and bring the specified amount of money to the game monitor. The game monitor then provides the team with a decision card which tells them whether they can proceed as planned. What becomes clear as one plays is that certain strategies are needed for the fictitious players to progress. For example, the superintendent and the principal must have buy-in and ownership of any proposed activity (i.e., be notified and give their approval) *before* implementation. It is common for most teams to experience great frustration early on in the game as they propose to circumvent these authority figures and forge ahead with a "great idea."

Participant Learnings

Participant learnings stem from two simultaneous processes: the real-time group dynamics that develop while playing the game as well as the learnings built into the game itself. One of the predictable results of the game is frustration. Players will take their ideas to the monitor who will usually provide a card stating that they cannot move forward. The players do not necessarily understand why their strategy was rejected and will try another one, until hopefully, players begin to see why certain strategies work and others do not. This frustration is an important part of the game, as educators explore the tension between the value of a good idea and the fact that implementation is a highly politicized process that needs constant feed and care.

Making Change provides an excellent opportunity for educators to re-create and discover common group dynamics as they play the game. For example, in a workshop conducted with a rural school district, teachers and principals were grouped into elementary, middle and high school teams. In one school team, the principal (who we shall call Tom) tended to dominate the decision-making, and grew impatient with his team members. Thus, as the game monitors, Tom frequently came to our monitor table with his unilateral decisions. His personal strategy was to circumvent his subordinates and make quick decisions in order to "win" the game. As the game progressed, Tom began to understand which strategies were successful (e.g., how to move the players across the game board) But since he did not collaborate with his teammates, they were not at the same level of understanding. They merely yielded to his power and, as teachers, became an autonomous group whose main task was to tolerate this familiar dynamic, rather than to genuinely participate in the change process.

The debriefing session after the game thus becomes the most rich opportunity to extract the learnings of the game. In this particular example, we made sure to

ask open-ended questions about how the teams made decisions during the game. During the debriefing, Tom was able to recognize his behavior and realized that he was often "hard" on the teachers because, in his own words, he was "so eager for the school to progress." He felt that he was energetic and ambitious - that "there was so much to do and so little time" and he often didn't understand why teachers weren't with him.

The *Making Change* game can provide a relatively safe opportunity for staff to talk about - and diminish the potency of - these kinds of dynamics. However, the facilitator must be sensitive to the fact that these staff must continue to work together in their roles as educators and community members. The facilitator must invite staff to participate in such discussions at their own personal level of risk-taking.

The debriefing session is also an important time to review several learnings built into the game: (1) key concepts about the change process and levels of use of innovations, both based on the Concerns-Based Adoption Model (CBAM); and (2) adopter-types (innovator, leader, early majority, late majority, resister), adapted from Everett Roger's *Diffusion of Innovations*. Handouts on these subjects are provided as part of the game.

Learnings as Consultants

We have found that in order to reap the most out of *Making Change*, there is an additional level of debriefing that should occur after the game (preferably the next day) so that participants clearly understand why certain strategies are needed at different times in order to succeed. This is an important step in transforming the frustration of the game into strategic knowledge. For example, it is often not self-evident for educators to realize that a hands-on workshop is better suited for players in the "preparation" or "early-use" stages than teachers at the "information"

stage. It is important to point out that whereas preparation or early use teachers already know about a proposed innovation (be it cooperative learning, site-based management equity, etc.) and are excited and ready to try it in an experiential manner, staff at the "information" stage need basic and sound information. Similarly, a materials display - or anything that effectively conveys basic information about the innovation (we emphasize the need for "savvy advertising") - would provide the momentum needed for an educator in the "information" stage to move to the "interest" stage. In Table 1, we have developed a sample of the kinds of strategies needed to move players towards using an innovation. It is useful to review these strategies with participants during the debriefing session.

Table 1

Sample Strategies Needed to Move Players to Greater Use of Innovation at Different Stages

STAGE OF USE	SAMPLE SUCCESSFUL ACTIVITY
Information stage	• Social information • Talk and talk again to staff • Permission from the top • Focus first on easy "adopters"
Interest stage	• Materials display (or any other form of "savvy advertising") • Written information
Preparation Stage	• Presentation • Hands-on workshop
Early Use Stage	• Class lesson • Support Group
Routine Use Stage	• Seminar (theoretical) • Curriculum revision • Theme week • Policy implementation

Reviewing why certain strategies work at certain times - dependent on staff members' level of use - is a critical component to the game that will need to be reinforced in future inservices with clients. It is important to point out that certain staff members (based on adopter types) had an easier time moving across the board than others. Additionally, the game maintained a certain amount of chance, which is true in real life. For example, if a workshop was approved, the team would select a workshop card from a deck of cards which stated whether the workshop was a success.

There is another aspect of change that is important to point out: the concept of critical mass. Many educators seem to believe in "the Great Man" theory of history: that society changes as the result of powerful leaders. *Making Change* is based on the premise that change is the result of a critical mass of people - not just a powerful leader - who adopt an innovation. How many educators then are needed to comprise a "critical mass" in a school or district?

It is important to reassure educators that a critical mass does <u>not</u> necessarily mean a majority. In strategizing about how to develop a critical mass, we often refer to the bell-shape curve to describe adopter types. Whereas a small number of people on both sides of the bell will either whole-heartedly adopt or resist an innovation, most people fall in the middle of the bell. In strategizing, it is important not to waste precious time either preaching to the converted or to the resisters (who are mostly in the minority but can highly influence staff morale). After developing a team of innovators and leaders, the best bet is to focus attention on "early majority" staff who will require information and opportunities to practice the innovation. In other words, don't worry too much about the resisters; for an innovation to work, it will take persistence to move staff from an interest stage to routine use. This information is often reassuring to staff who worry that there is no way to develop a "critical mass" with the teachers who are close to retirement, "burned out," or have little interest in trying anything new.

Ideally, it is best to review successful strategies in the simulation and immediately provide an opportunity for staff to try out their learnings by developing a strategic plan for an upcoming innovation. In one district, after we carefully reviewed the successful strategies in the game, participants proposed an actual innovation they would like to introduce in their district: a computerized performance-based assessment system. At this point in the workshop, school teams were provided with basic information about the proposal and given time to develop a strategic plan for introducing and implementing this new kind of assessment at their school site. District staff focused on "next steps" for the district site team. This allowed participants to immediately translate the principles of the game to a real-life situation. However, without adequate follow-up, *Making Change* can become another fun and engaging staff development inservice that is not used strategically as part of a school or district improvement process.

One drawback of *Making Change* is that the set-up is cumbersome. Because of its relational nature, a game monitor is required to check many aspects of the gameboard (e.g., the stages where players are located, whether the superintendent has been talked to, etc.) before deciding which response card to give the team, which ultimately tells the team whether their proposed strategy has worked or not. It is ideal to have two people facilitate and monitor the game.

In conclusion, *Making Change* can be an excellent tool for teams to work together, learn about themselves as change agents, and develop effective strategies for implementing any innovation. Well-prepared facilitators, debriefing, immediate utilization of key concepts, and adequate follow-up are extremely important in order to reap the full benefits of the game.

TOOL #3: Four-Frame Model

Purpose

The purpose of the Four-Frame Model is to provide a systematic approach to diagnosing the current effectiveness of an organization in order to help members of a school or district community have a greater understanding of the strengths and weaknesses of their current structure. This tool is designed to be used at the beginning of a restructuring effort as a way of creating in staff a common understanding of their school culture. It is considered a diagnostic tool because it encourages teachers and administrators to examine together how their school is a complete organization composed of staff working within a governance structure organized by decision-making principles and affected by both current politics and a unique school culture. It encourages the members of the school community to consider all the parts of the organization before they focus on changing one aspect of it such as the governance, curriculum or assessment procedures. It is a useful tool for helping educators view their school as a system rather than a series of loosely related parts.

The Four-Frame Model is based on the themes Lee G. Bolman and Terrence E. Deal present in their book, Modern Approaches to Understanding and Managing Organizations (1984). The book introduces an integrated approach to understanding organizational behavior derived from theories discussed in the fields of organizational behavior, organizational development, political science, and cultural anthropology. The authors state that most consultants view organizational change through one or two common sense perspectives at most. Bolman and Deal label the most common perspective the "personalistic perspective" - activities in organizations can be explained by the characteristics and values of the individuals in that specific organization. A second common approach is the rational perspective--that organizational decision-making is made on the basis of facts and

the examination of relevant information. A third approach is the power perspective - the ways decisions get made depend mostly upon who has the most power at the present time. The authors believe that while these perspectives point to important features of organizational life, a focus on only one or two of them will lead to an incomplete diagnosis and therefore incorrect solutions to organizational problems.

They argue, instead, for an integrated four frame approach which they label the structural, human resource, political and symbolic frames. They state that a more complete diagnosis of any organization requires viewing the organization through all four frames simultaneously. This combined view will provide a more in-depth understanding of the strengths and weaknesses of an institution.

Each of the four frames provides a different lens through which to view the current functioning of an organization. In Bolman and Deals' terminology, the Structural Frame refers to the formal roles and relationships which are created to fit an organization's environment and technology. The allocation of responsibilities, rules, policies and reporting relationship are established to coordinate diverse activities across the organization. Reorganization is needed when the structure no longer fits current external and internal needs. The major dilemma organizations face is figuring out how to structure the work. As many structuralists have pointed out, to get work done it is necessary to differentiate and divide responsibilities across different roles and organizational units. But the more an organization differentiates, the more difficult it is to integrate all the different parts. Achieving a balance between differentiation and integration is one of the most fundamental issues of structural design, and every organization develops it own unique pattern. The structural frame asks members of an organization to analyze their current structure and to ask what is no longer working, what needs to be changed.

The Human Resource Frame views organizations as inhabited by people. These individuals have different needs, attitudes, and prejudices. They represent

an irrational force in the organization. People don't leave their different perspectives at the door when they come to work. This frame argues that the key to an effective organization is to tailor the organizations to the strength of its staff: to find an organizational form that will enable people to get the job done while feeling good about what they are doing. It means recognizing that individuals have a great capacity to learn, but also a great capacity to defend old attitudes and beliefs. Therefore, in thinking through change efforts, individuals need to know what the old attitudes and beliefs have been. One cannot assume that staff will embrace change just because it "good"; it may be in conflict with strongly held beliefs based on previous experiences that will color how receptive someone can be to new ideas.

The Political Frame argues that organizations are arenas of scarce resources where power and influence are constantly affecting the allocation of these limited resources among individuals and groups. Conflict from the political perspective is an expected aspect of organizational life because of differences in needs and competition over resource allocation. The formation and dissolution of coalitions is a natural part of organizational life as special interest groups come and go. Therefore, bargaining, coercion and compromise also are parts of normal organizational life. Members of an organization have to stop thinking of "politics" as a dirty word and instead more closely analyze what the political dynamics are in their organization. Coalition building and the winning or losing of various battles need to be viewed as normal aspects of working in any organization. Politics should be analyzed and understood instead of viewed as obstacles to groups working effectively.

The Symbolic Frame argues that organizations are held together more by shared values and culture than by goals and policies. The rituals, ceremonies, stories, and myths of an organization can be more powerful than policies, rules, or the designation of formal authority. Problems arise when symbols in an

organization lose their meaning and ceremonies and rituals lose their potency. Part of attending to organizational health is attending to the ceremonies and myths of an organization. Organizations that have few of these elements are not as robust as organizations that nurture this aspect of organizational life. Improvements come through symbols, myths and magic as much as they do through the rational redesign of structure or the redistribution of power and authority.

Four-Frame Model at-a-Glance

We have used the Four-Frame Model in our work with schools that are striving to restructure their organization in sessions we have titled, *"Restructuring and the Change Process."* Prior to introducing the Four-Frame Model, it is important to place change efforts of participants in the context of current educational reform. Thus, the first hour of a three- to six-hour session is used to introduce participants to the topic of school restructuring and the changing context of school reform. Participants seated together in groups of five to seven are asked to discuss what restructuring is and what it means to restructure a school or a district. This question will raise a lot of discussion and conflicting notions among members of the different groups. After various definitions are presented, the facilitator clarifies what restructuring is and what it is not.

What is emphasized in this part of the workshop is that the school is the unit of change and that both the school and the district in which it is housed is composed of a system of interrelated parts. Changes in one part of this system affect the other parts of the system. The image of a jigsaw puzzle is used to show the interrelationship among the various components of a school, as well as a systems chart to foster an understanding of the school as a whole (see restructuring handouts in the Appendix C). The concept of restructuring versus school improvement is next discussed, again with an emphasis on the systemic nature of

a genuine restructuring effort. The five most common restructuring activities occurring in schools at the present time are then presented: (1) the restructuring of curriculum, instruction and time; (2) authority (the example used is school-based decision-making); (3) the restructuring of services to children (interagency collaborations); (4) public financing (through choice, charter schools, vouchers); and (5) student assessment (through portfolios and performance-based assessments). The emphasis is on showing that in many schools these change efforts are implemented as separate and isolated reform efforts with little emphasis given to how such efforts will affect the rest of the organization.

Next, each of the four frames is introduced and discussed in terms of its theoretical context and its application to the culture of schools. Handouts help people remember the differences between the structural, the human resource, the political and the symbolic frames. Participants are reminded that the frames are different lenses through which to view their school. The intention is to temporarily filter out certain aspects in order to see other aspects of the organization more clearly. However, the frames are interrelated and together they form a whole. Once each of the frames is described, the workshop leader provides examples of the problems that commonly arise in organizations around these concepts. For example, problems occur in schools when the structure no longer fits the teaching and learning needs of students or there is a structural mismatch to the environment and/or technology. In the Political Frame issues may arise because power is unevenly distributed or is so broadly dispersed that is it difficult to get anything done. Under the Symbolic Frame, problems occur when symbols lose their meaning or when ceremonies and rituals lost their potency. With the Human Resource Frame, the issue is the design of an organization that is no longer tailored to the people in it--an organizational form that no longer enables students and teachers to get the work done while feeling good about what they are doing.

The different groups are then given one of the four frames on which to focus their discussion. Those who are examining the Structural Frame in more detail, for example, are given three broad questions: How does your present organizational structure serve students' academic and social learning needs? How does the structure limit student learning? How might the roles, rules, and responsibilities be changed to better meet students' needs? Those viewing their school through the Human Resource Frame are asked: If the key to organizational effectiveness is to tailor organizations to people, what factors in your school enable people at all levels to do a god job and feel good about their work? What inhibits people from getting personal and organizational needs met? Those looking at the Political Frame are asked: If an organization is an arena of scarce resources, what are some of the present conflicts that your school is experiencing? Those involved with the Symbolic Frame are asked: What are the values, myths, stories, rituals, ceremonies that hold your school-as a culture-together? Which of these could inhibit change?

These different questions serve as the basis for a one- to two-hour discussion. The objective is that the group will begin to apply learnings from the four frame presentation to an analysis of their particular school. It may be that the above, general questions are not enough to get the discussion focused on specific issues at a school. Participants could then be better served by a more focused set of questions that allow them to examine more specifically the rules, roles and relationships that make up their school. Then participants should be given a second handout (see Appendix C) which guides them in examining the four frames in more detail. The questions the facilitator asks could change depending on the group and the specific set of issues that they are grappling with. What we have found is that it is a more valuable conversation if the discussion questions force the workshop participants to think very concretely about the organization in which they are working.

The Four-Frame Model is most effective if participants are all from one school or one district. They are then understanding and analyzing the same organization, so they have the same basis of reference. If participants represent different schools in different districts, the session could focus more on understanding in depth the four-frame theoretical framework with small group discussions used to discuss how to apply the learning to the specific change efforts occurring in the participants' home districts.

Participant Learnings

We have found that discussion of the restructuring process combined with the Four-Frame Model provides an excellent framework for analyzing the school as a whole. It creates an opportunity for a school team to participate in a structured discussion of both the strengths and weaknesses of their school as an organization. One of the clear values of the four-frame approach is that it provides a more thorough analysis or school or a district. The four frames help a school team to look at the structure of their school as well as their use of human resources. It encourages a discussion of the political climate of the school as well as the richness or lack of activities that make a school a genuine community versus a series of isolated or loosely connected classrooms. As one participant from a medium-sized urban district said in his evaluation of the workshop, "This workshop gave us a set of tools and a language in which to discuss what is working and not working in our school in a more objective way. We got away from individual personalities and began to examine together issues. We did not have the language for that before, so we would steer away from issues that were difficult and controversial."

Many participants in this workshop over the last two years have stated that one of the values of the experience has been that it makes them look at their school as an organization--not a series of individual classrooms with teachers separated by

the grade they taught. It creates an opportunity for examining the whole system rather than the separate parts. Again, we have found this to be especially important to educators who have been too long involved with piecemeal reforms or episodic approaches to change. The common set of principles presented in each of the frames, taken together, helps participants to develop a more complete analysis of the school.

It also forces a thoroughness that doesn't necessarily occur at the beginning of an educational change effort. As one teacher said, "We usually dive into something new without thinking about our past efforts or how this fits into what else we are doing. These four frames make us stop and reflect at the beginning of our efforts before we get too may teachers involved in something that we then realize won't succeed."

The workshop also encourages a discussion of the more difficult aspects of school organization. For example, many teachers and administrators who have participated in this workshop have indicated that they have the most difficulty analyzing their school through the Structural and the Political Frames. The concept of structure is difficult to grasp for educators who are not used to viewing their schools as organizational entities. They think of themselves as participating in a fairly flat organization with the hierarchy of power and authority represented by the school principal and the district administrator. Structural and political concerns are viewed as imposed from the outside by the district and not necessarily useful to their real work with their students in their classroom. The analyses provided in the Structural and Political Frames allow teachers to be more objective in their understanding of roles, rules and relationships and to examine them for what they can support and encourage as well as inhibit.

The debriefing session at the end of the workshop is especially important because it reinforces the importance of using the four frames together in order to

have a more complete view of the school as an organization. It provides a solid base of information from which to design a change process by reminding participants of the importance of considering how one change will affect the entire organization.

Learnings as Consultants

We have found that there is a lot of new information presented to workshop participants on the Four-Frame Model in a short period of time. It is important that there is enough time for participants to understand the four frames thoroughly before they break out into small groups to discuss their school through one of the frames presented. As we continue to conduct these sessions, we have added a larger variety of concrete examples from schools we have worked with rather than using either general examples or those from non-educational settings. This helps teachers and administrators grasp the theoretical concepts underlying the frames more quickly. We also allow for more questions before putting people into small groups in order to ensure that they apply the learnings to their own school in more concrete ways.

We have also learned to leave enough time at the end of the workshop to discuss next steps with the workshop participants. It is important that they have an understanding of what to do with the new information and how they can apply it to their own school or district. We give them time to discuss how they would introduce this diagnostic approach to their colleagues and how they would apply the information gathered from such a session to change strategies they are planning to implement.

Optimally, an important next step would be to work with staff within the following month to facilitate the development of a strategic plan that incorporated their insights from the four-frame model. This would enable staff to develop next steps

while they still possessed a heightened sense of awareness about their school as a whole system.

Using the Four-Frame Model can help staff from the same school build a team. To help foster the development of a school or district-wide design community (especially one that is "organizationally literate"), we urge schools to include a wide variety of staff from different grades and disciplines, as well as the principal and district administrators if possible. Such a mix will help ensure that the learnings do not disappear when people return to the complex realities of their daily lives as educators.

CONCLUSION

It is not uncommon for the best intentioned improvement efforts to fail in schools. Although the reasons for failure are often complex, we have found that it is often due to a lack of awareness among change agents about how to strategically implement an innovation. Successful change efforts are due, in part, to an ability on the part of staff to understand and work skillfully within the context in which the school operates. Part of this context is a historical one, and the mapping exercise allows educators to trace past reform efforts, and to focus on how these efforts impacted students. Another aspect of school context is to understand a school as a system consisting of interdependent parts that make a unified whole. The Four-Frame Model (particularly as part of the workshop "Restructuring and the Change Process," which focuses on understanding the school as a system) provides educators with multiple ways of understanding their current organizational culture.

Mapping and the Four-Frame Model enable participants to generate and synthesize a large amount of data about a school or district which can be helpful in an early stage of planning. It is equally as important to provide opportunities for educators to step away from their own schools or district to build strategy skills in a lower-risk setting. *Making Change for School Improvement* allows educators to experience first-hand the difficulties of implementing any kind of reform in a school system. Participants learn that they must have adequate buy-in from administration, school board and staff, and must implement the innovation to the point of "routine use" before students will actually benefit.

Schools are complex and dynamic organizations. To make significant change in any school is often a chaotic and disorienting process. We have found that concrete hands-on tools, such as those described in this paper can assist educators as they make their way through the complex maze of school reform

efforts. Given the fragmentation of school improvement activities, it is important to provide educators with tools that can help improve their implementation strategies. These three tools are part of a growing collection designed to assist schools. Future tools must also continually help educators focus on how past, present, or future reforms actually benefit students.

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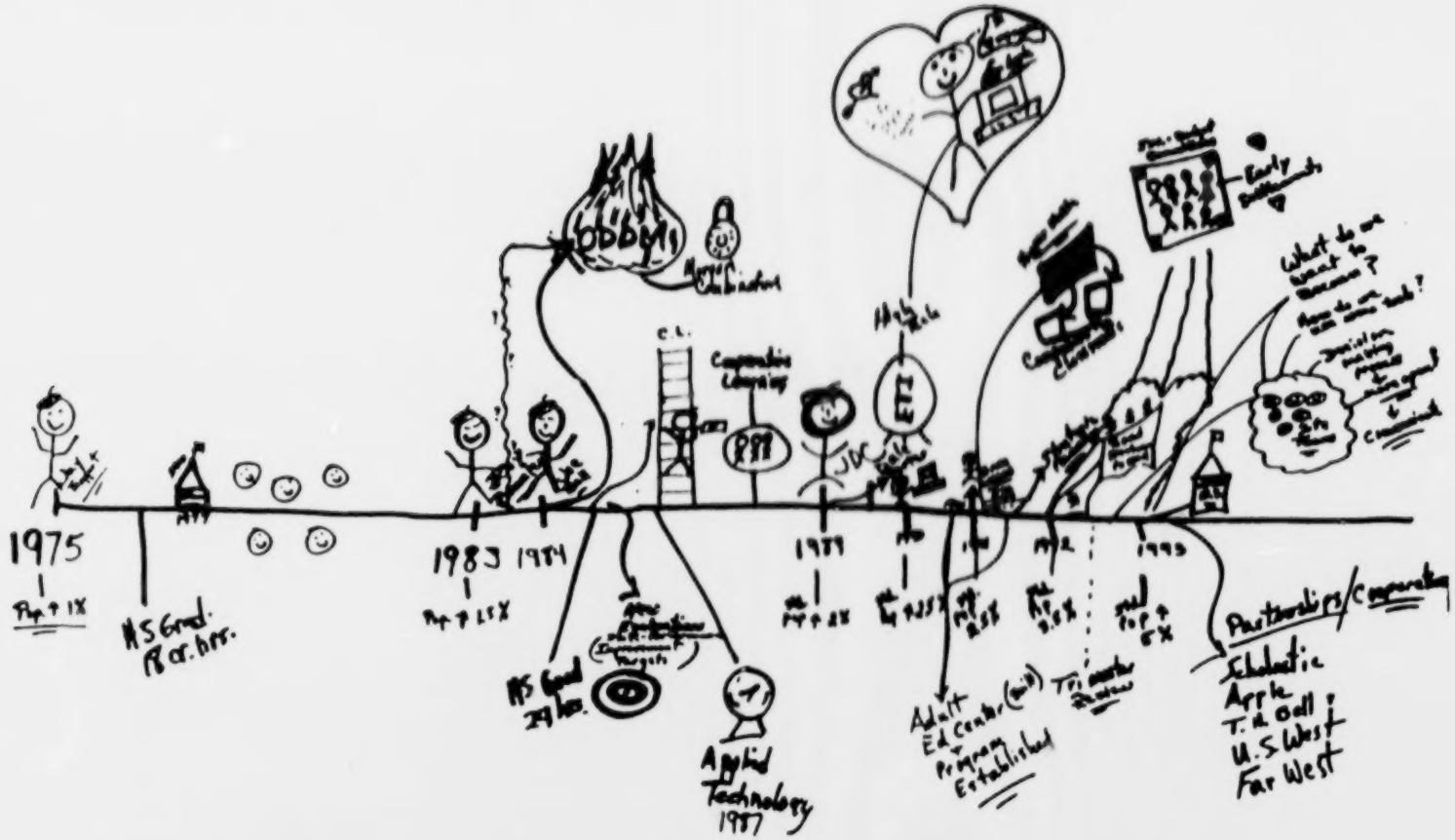
Appendix A

MAPPING

Sample School Journeys



Sample Map: Small Rural District School
(developed during an inservice conducted by Far West Laboratory, 1993)

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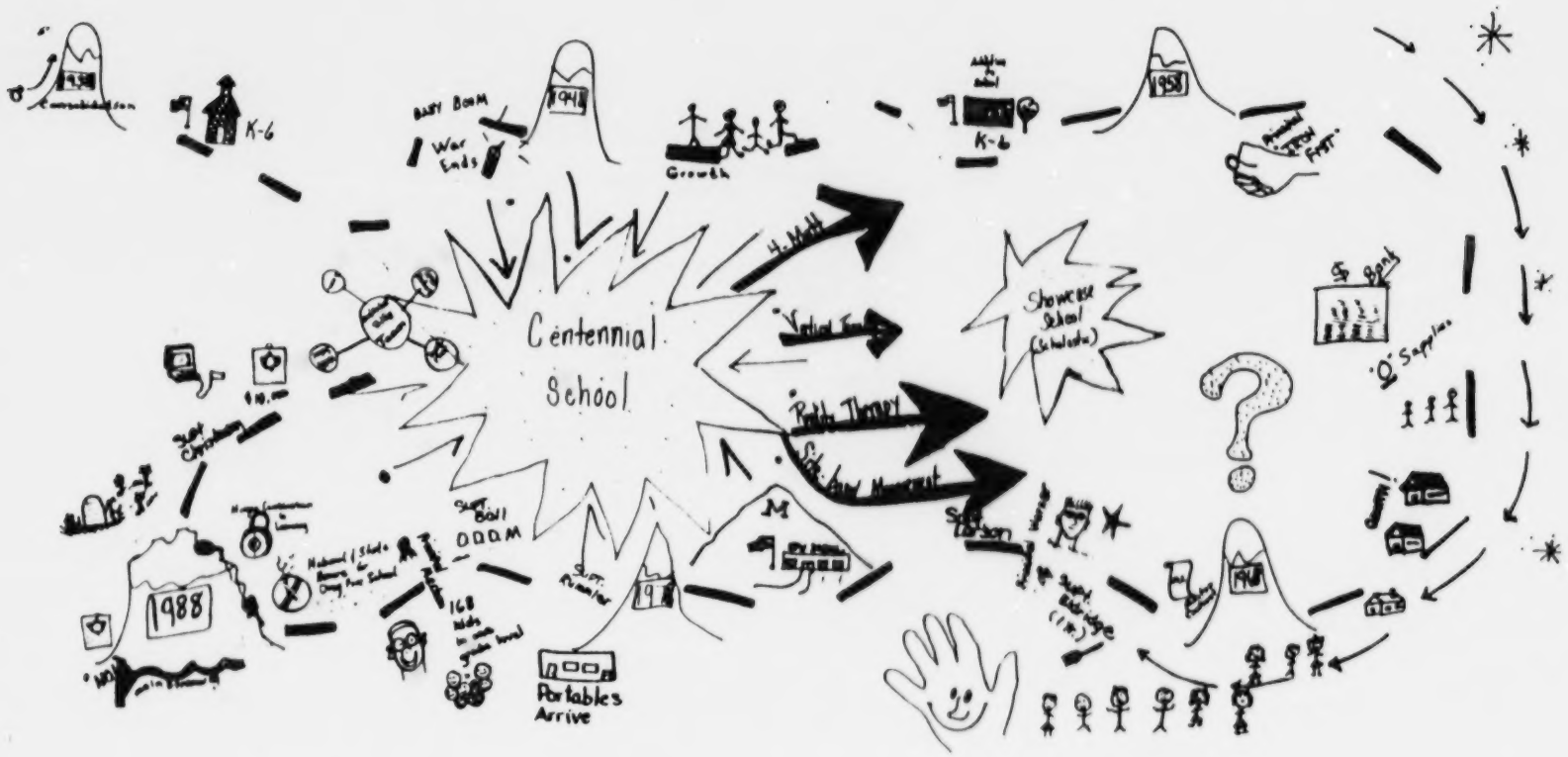

Sample Map: Small Rural Elementary School
(developed during an inservice conducted by Far West Laboratory, 1993)

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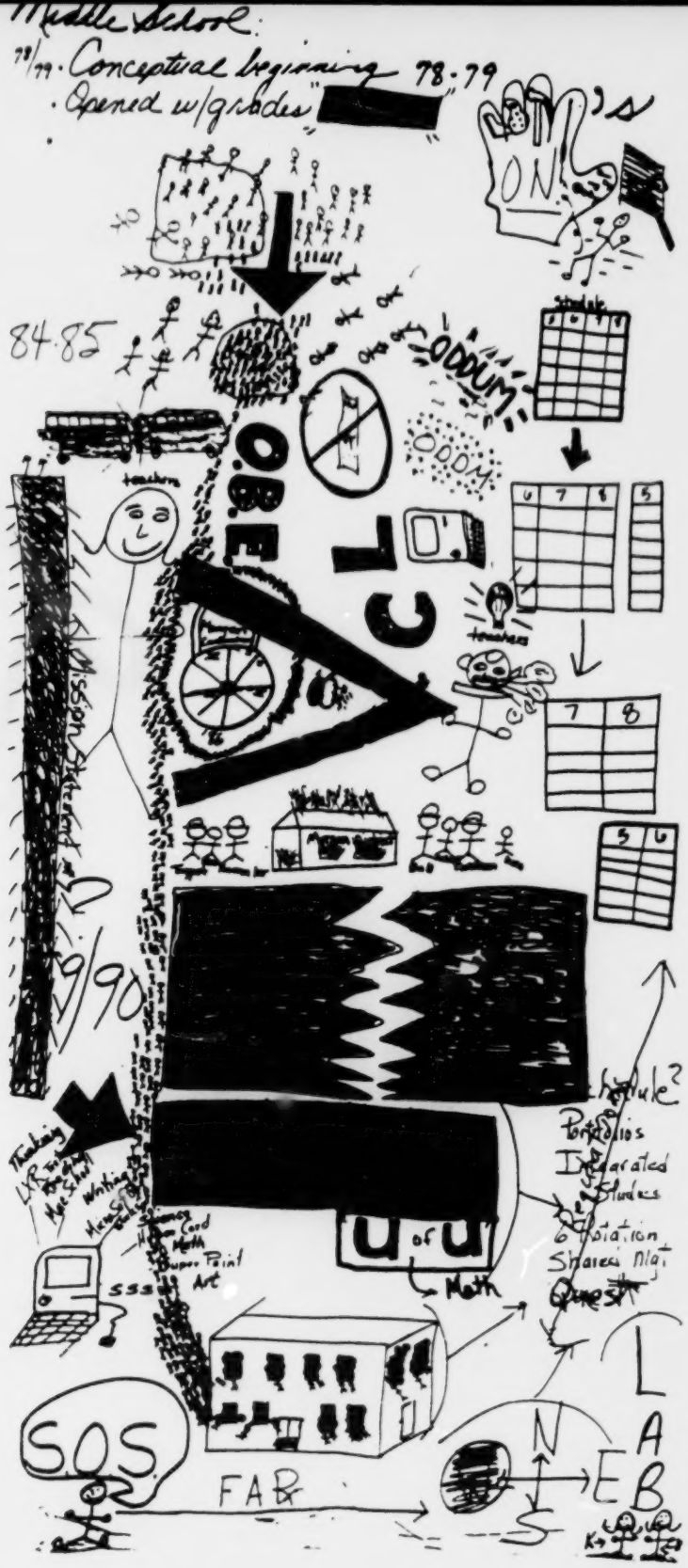

Sample Map: Small Rural Middle School
(developed during an inservice conducted by Far West Laboratory, 1993)

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Sample Map: Small Rural High School
(developed during an inservice conducted by Far West Laboratory, 1993)

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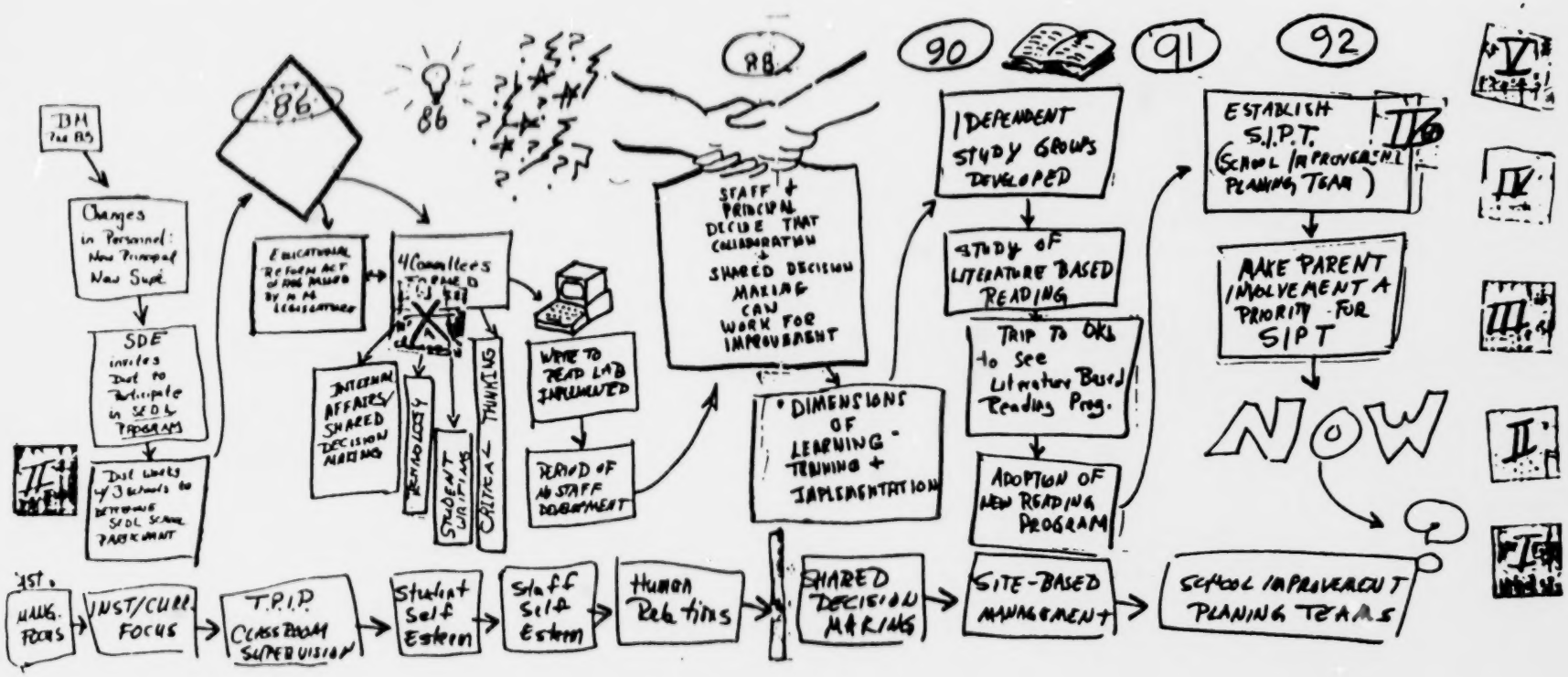

Sample Map reprinted with permission of the Southeast Educational Development Laboratory (SEDL), 1993

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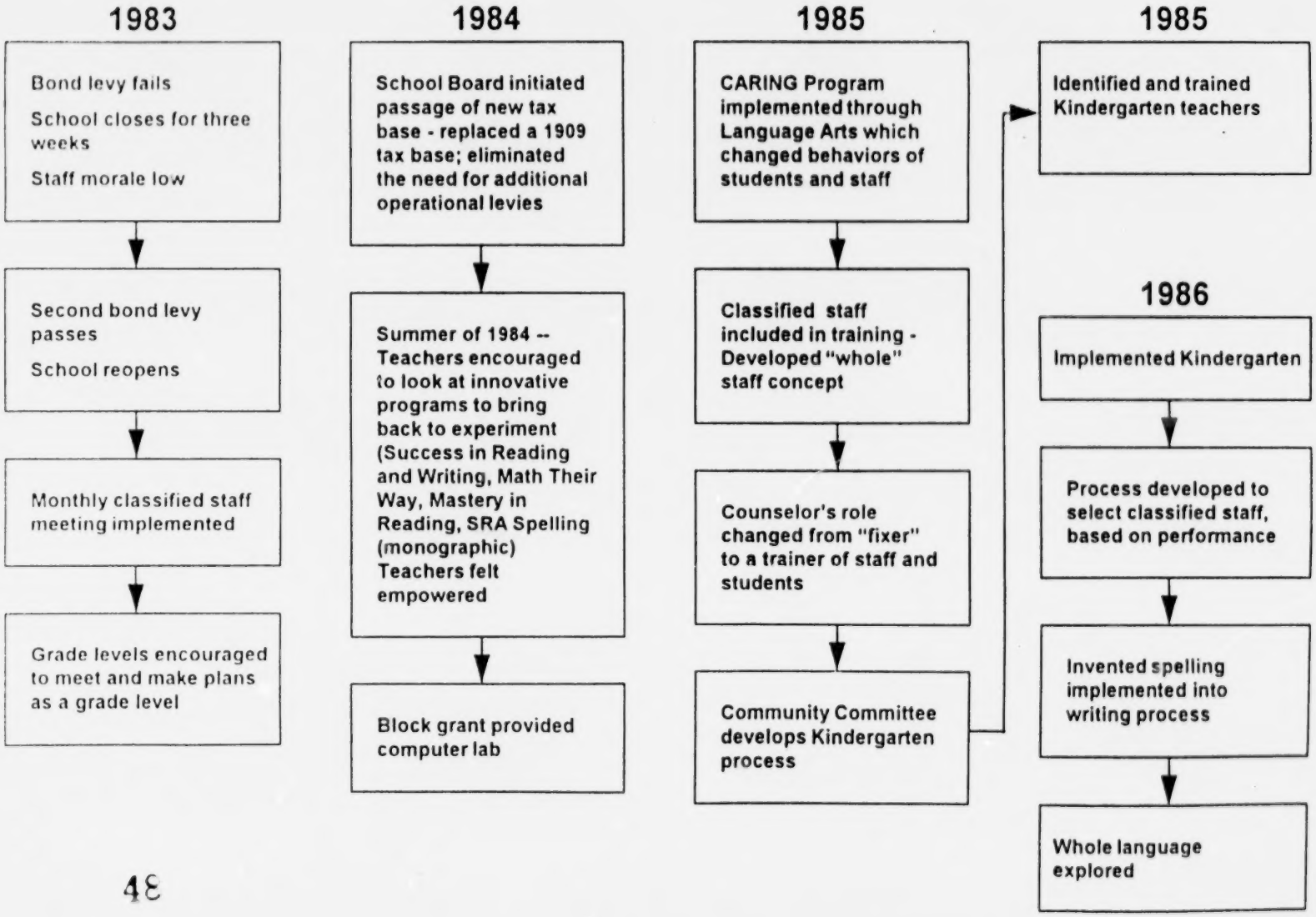
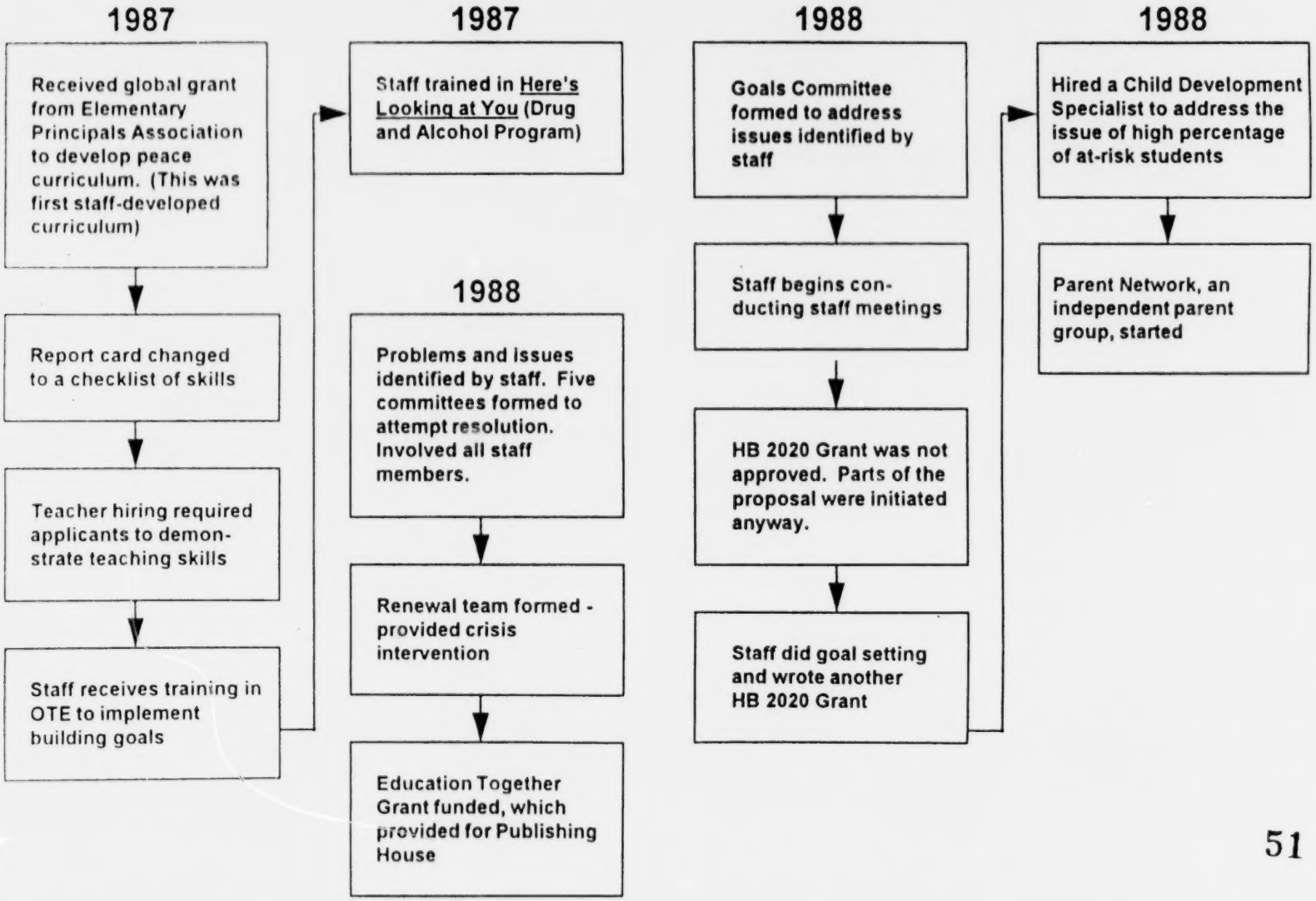
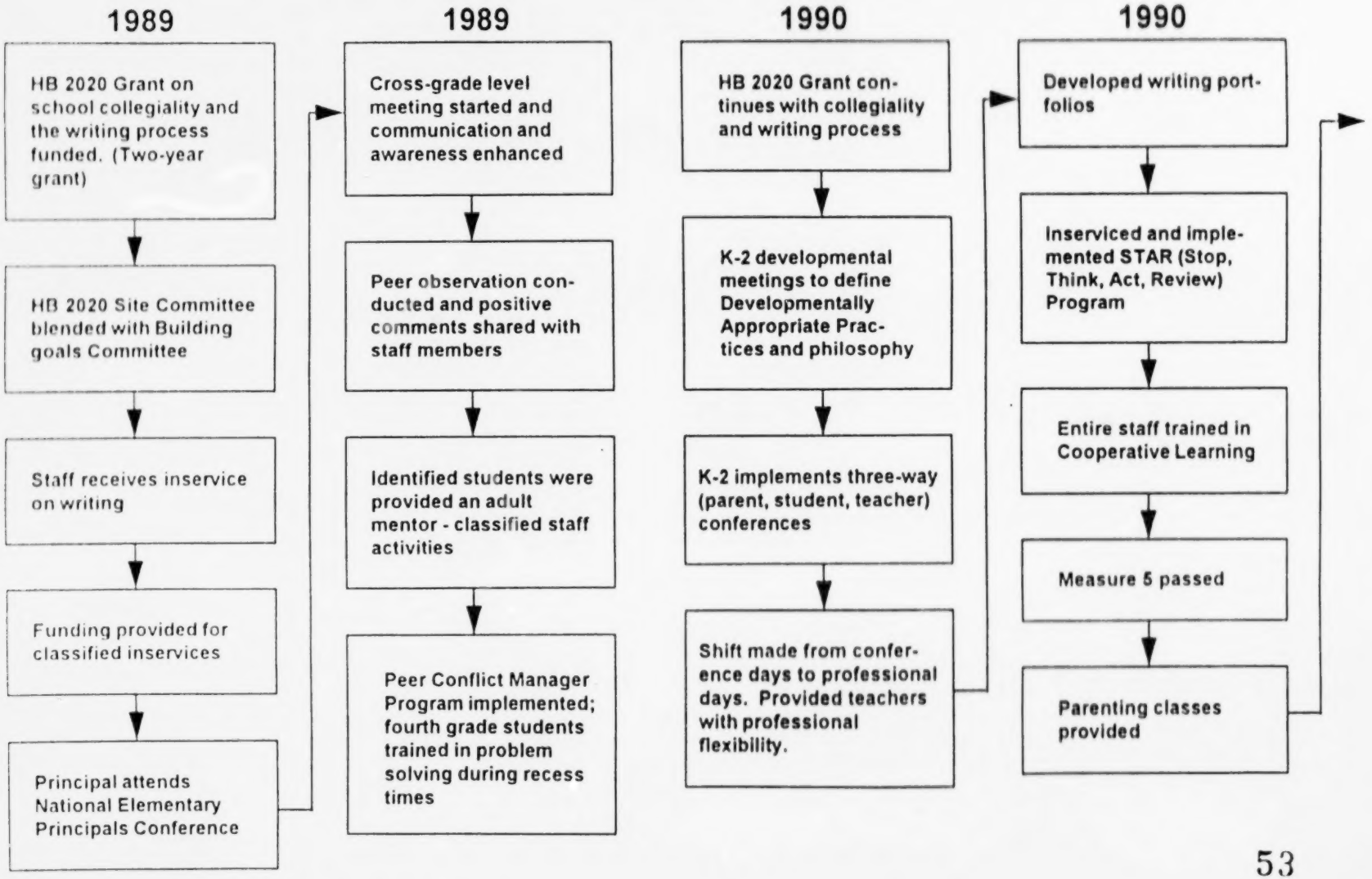

1983
Bond levy fails
School closes for three weeks
Staff morale low
Second bond levy passes
School reopens
Monthly classified staff meeting implemented
Grade levels encouraged to meet and make plans as a grade level
1984
School Board initiated passage of new tax base - replaced a 1909 tax base; eliminated the need for additional operational levies
Summer of 1984 -- Teachers encouraged to look at innovative programs to bring back to experiment (Success in Reading and Writing, Math Their Way, Mastery in Reading, SRA Spelling (monographic) Teachers felt empowered
Block grant provided computer lab
1985
CARING Program implemented through Language Arts which changed behaviors of students and staff
Classified staff included in training - Developed "whole" staff concept
Counselor's role changed from "fixer" to a trainer of staff and students
Community Committee develops Kindergarten process
1985
Identified and trained Kindergarten teachers
1986
Implemented Kindergarten
Process developed to select classified staff, based on performance
Invented spelling implemented into writing process
Whole language explored

Sample map from an elementary school in the Pacific Northwest. Reprinted with permission of the Northeast Regional Educational Laboratory, 1994.


1987
Received global grant from Elementary Principals Association to develop peace curriculum. (This was first staff-developed curriculum)
Report card changed to a checklist of skills
Teacher hiring required applicants to demonstrate teaching skills
Staff receives training in OTE to implement building goals
1987
Staff trained in Here's Looking at You (Drug and Alcohol Program)
1988
Problems and issues identified by staff. Five committees formed to attempt resolution. Involved all staff members.
Renewal team formed - provided crisis intervention
Education Together Grant funded, which provided for Publishing House
1988
Goals Committee formed to address issues identified by staff
Staff begins conducting staff meetings
HB 2020 Grant was not approved. Parts of the proposal were initiated anyway.
Staff did goal setting and wrote another HB 2020 Grant
1988
Hired a Child Development Specialist to address the issue of high percentage of at-risk students
Parent Network, an independent parent group, started

Sample map from an elementary school in the Pacific Northwest. Reprinted with permission of the Northeast Regional Educational Laboratory, 1994.


1989
HB 2020 Grant on school collegiality and the writing process funded. (Two-year grant)
HB 2020 Site Committee blended with Building goals Committee
Staff receives inservice on writing
Funding provided for classified inservices
Principal attends National Elementary Principals Conference
1989
Cross-grade level meeting started and communication and awareness enhanced
Peer observation conducted and positive comments shared with staff members
Identified students were provided an adult mentor - classified staff activities
Peer Conflict Manager Program implemented; fourth grade students trained in problem solving during recess times
1990
HB 2020 Grant continues with collegiality and writing process
K-2 developmental meetings to define Developmentally Appropriate Practices and philosophy
K-2 implements three-way (parent, student, teacher) conferences
Shift made from conference days to professional days. Provided teachers with professional flexibility.
1990
Developed writing portfolios
Inserviced and implemented STAR (Stop, Think, Act, Review) Program
Entire staff trained in Cooperative Learning
Measure 5 passed
Parenting classes provided

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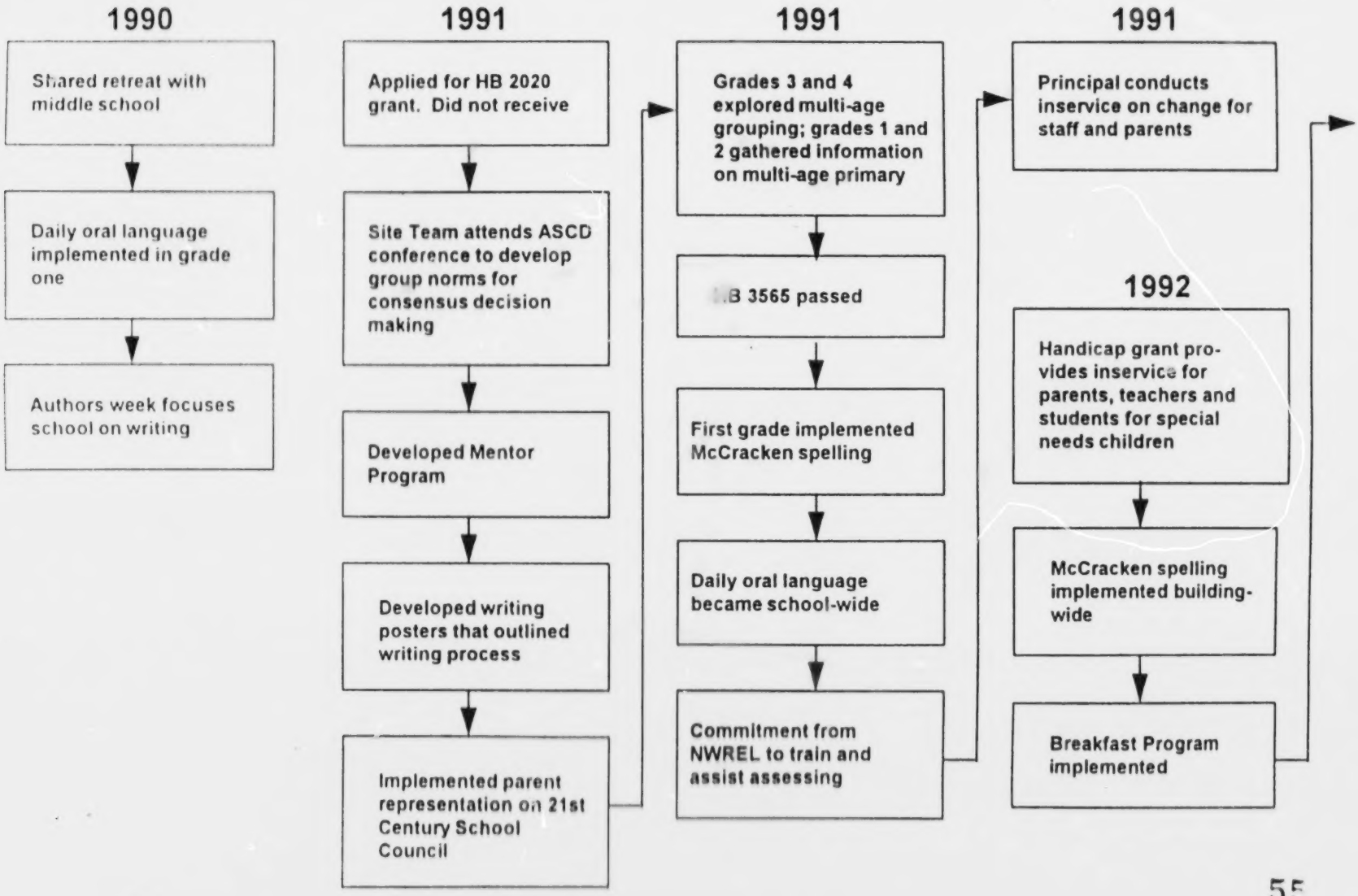
1990
Shared retreat with middle school
Daily oral language implemented in grade one
Authors week focuses school on writing
1991
Applied for HB 2020 grant. Did not receive
Site Team attends ASCD conference to develop group norms for consensus decision making
Developed Mentor Program
Developed writing posters that outlined writing process
Implemented parent representation on 21st Century School Council
1991
Grades 3 and 4 explored multi-age grouping; grades 1 and 2 gathered information on multi-age primary
HB 3565 passed
First grade implemented McCracken spelling
Daily oral language became school-wide
Commitment from NWREL to train and assist assessing
1991
Principal conducts inservice on change for staff and parents
1992
Handicap grant provides inservice for parents, teachers and students for special needs children
McCracken spelling implemented building-wide
Breakfast Program implemented

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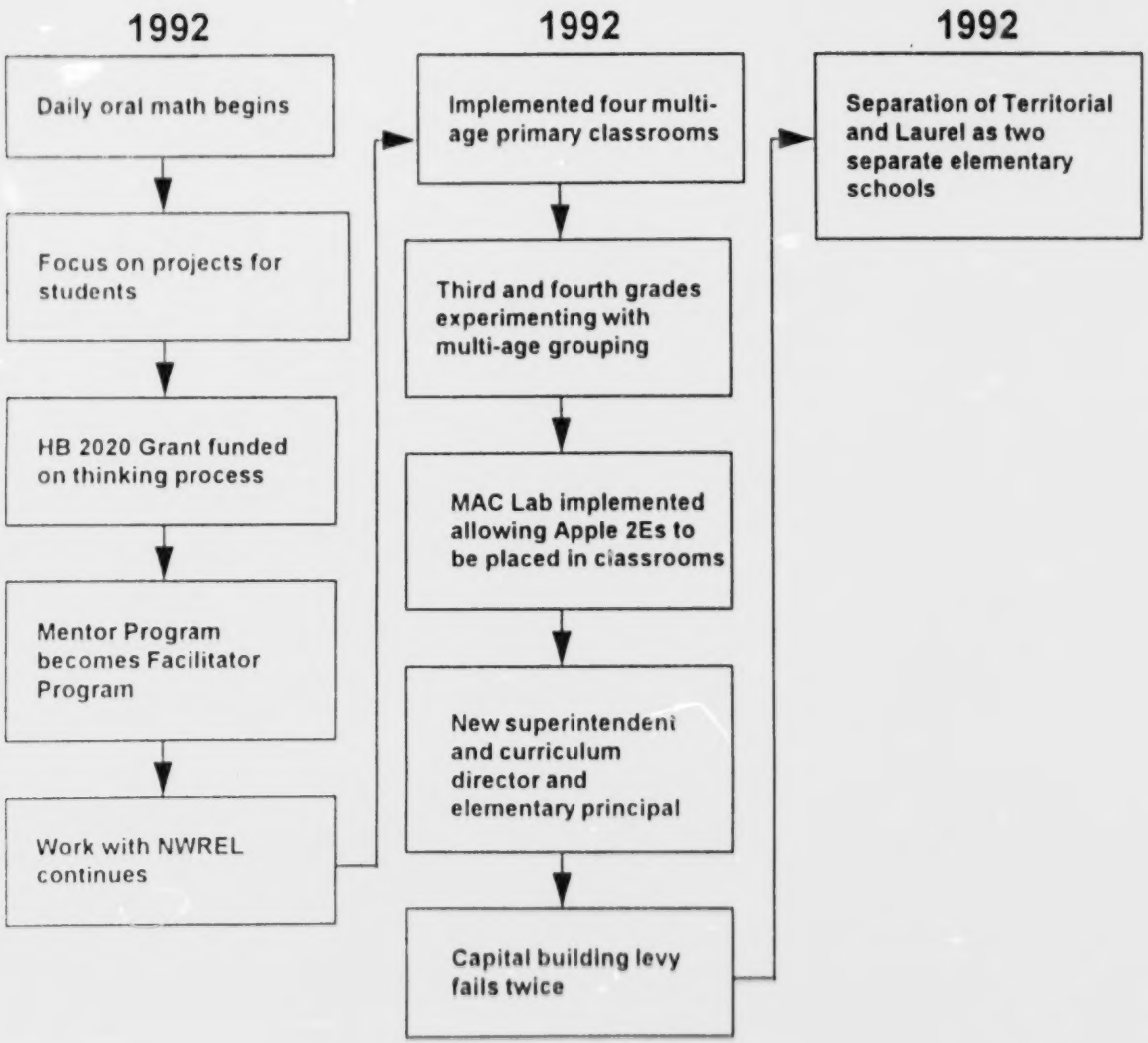

1992
Daily oral math begins
Focus on projects for students
HB 2020 Grant funded on thinking process
Mentor Program becomes Facilitator Program
Work with NWREL continues
1992
Implemented four multi-age primary classrooms
Third and fourth grades experimenting with multi-age grouping
MAC Lab implemented allowing Apple 2Es to be placed in classrooms
New superintendent and curriculum director and elementary principal
Capital building levy fails twice
1992
Separation of Territorial and Laurel as two separate elementary schools

Sample map from an elementary school in the Pacific Northwest. Reprinted with permission of the Northeast Regional Educational Laboratory, 1994.

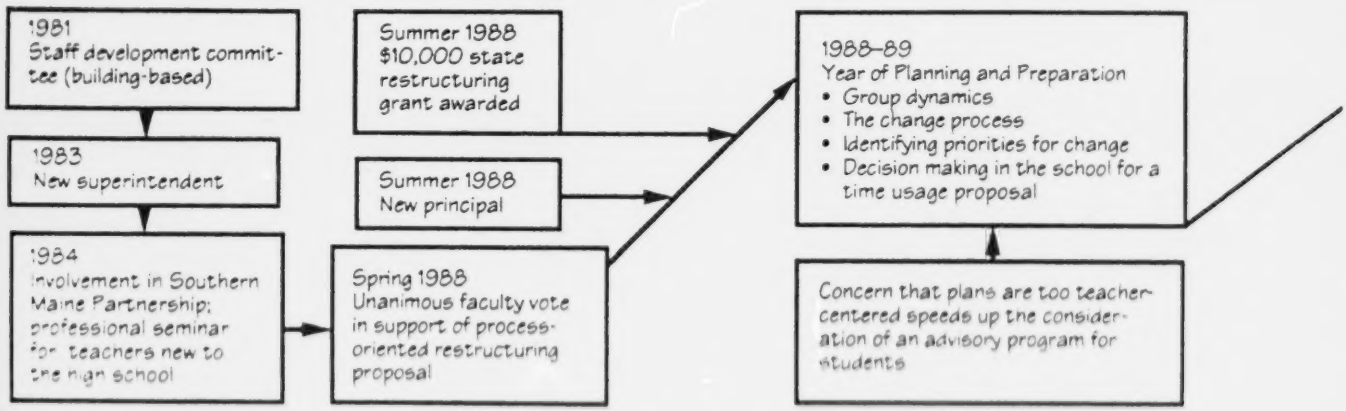
GORHAM HIGH SCHOOL: "Restructuring begins with time for thinking"

Gorham High School, which serves a rapidly growing community west of Portland, has a staff of 45 and a student body of 520. It is one of two schools in Gorham that received state restructuring grant money, the other being the Narragansett Elementary School. The town of Gorham is also home to the University of Southern Maine (USM) which has a strong education program; USM's Southern Maine Partnership played a critical role as an initial catalyst in the high school's restructuring effort. The high school is continuing to use a schedule that was piloted during half of the 1989-90 school year. This schedule has three major "new" components: 1) a two-hour School Development Period each week during which the entire faculty works on restructuring issues and staff development; 2) a student advisory program; and 3) four class periods per subject per week, with one of them an extended period. Together, these changes have enabled and promoted efforts by the faculty to seek new teaching and learning strategies.

During the last two years, the Staff Development Committee has struggled to sufficiently meet the needs of all faculty members. Disagreements have arisen regarding the priorities for school improvement, how decisions should be made, and whether the advisory program should be continued and/or changed. Although there is still some disagreement regarding the priorities for school improvement, this has diminished since eight task forces were created in the fall of 1990 for the restructuring issues that the faculty decided were their top priorities. In addition, a new decision making process was implemented in the fall of 1990 and has been received very favorably by all constituencies.

The point on which there is the most widespread agreement is that the weekly School Development Period is essential to enabling the faculty to succeed in the difficult task of improving student performance. As expected, the change process has proven to be very difficult, but there is optimism that the support for restructuring will continue and that the change process that has begun at the high school will soon begin to have a significant impact on student performance.

GORHAM HIGH SCHOOL'S JOURNEY


1981
Staff development committee (building-based)
1983
New superintendent
1984
Involvement in Southern Maine Partnership; professional seminar for teachers new to the high school
Summer 1988
$10,000 state restructuring grant awarded
Summer 1988
New principal
Spring 1988
Unanimous faculty vote in support of process-oriented restructuring proposal
1988–89
Year of Planning and Preparation
• Group dynamics
• The change process
• Identifying priorities for change
• Decision making in the school for a time usage proposal
Concern that plans are too teacher-centered speeds up the consideration of an advisory program for students

WHAT'S BEEN HAPPENING AT GORHAM HIGH SCHOOL

1. WHAT'S DIFFERENT FOR STUDENTS?

All kids:

- have student representatives on the Restructuring Team
- participate in grade level advisory groups once per week to focus on group process skills, school/community projects, and academic advising
- attend classes in each subject four times per week; one class each week is 73 minutes long
- experience an untracked math curriculum in ninth grade

2. WHAT'S DIFFERENT ABOUT TEACHING AND LEARNING?

Teachers:

- have a two-hour block of time each week for staff development and restructuring work
- are exploring changes in teaching strategies for longer class periods
- have the choice to be advisors or observers in the student advisory program
- are defining desired student outcomes

Sample Map in final "polished" stage reprinted with permission of the Regional Laboratory for Educational Improvement of the Northeast and Islands from *Work in Progress: Restructuring in Ten Main Schools* by Pat L. Cox and Jane deFrees.

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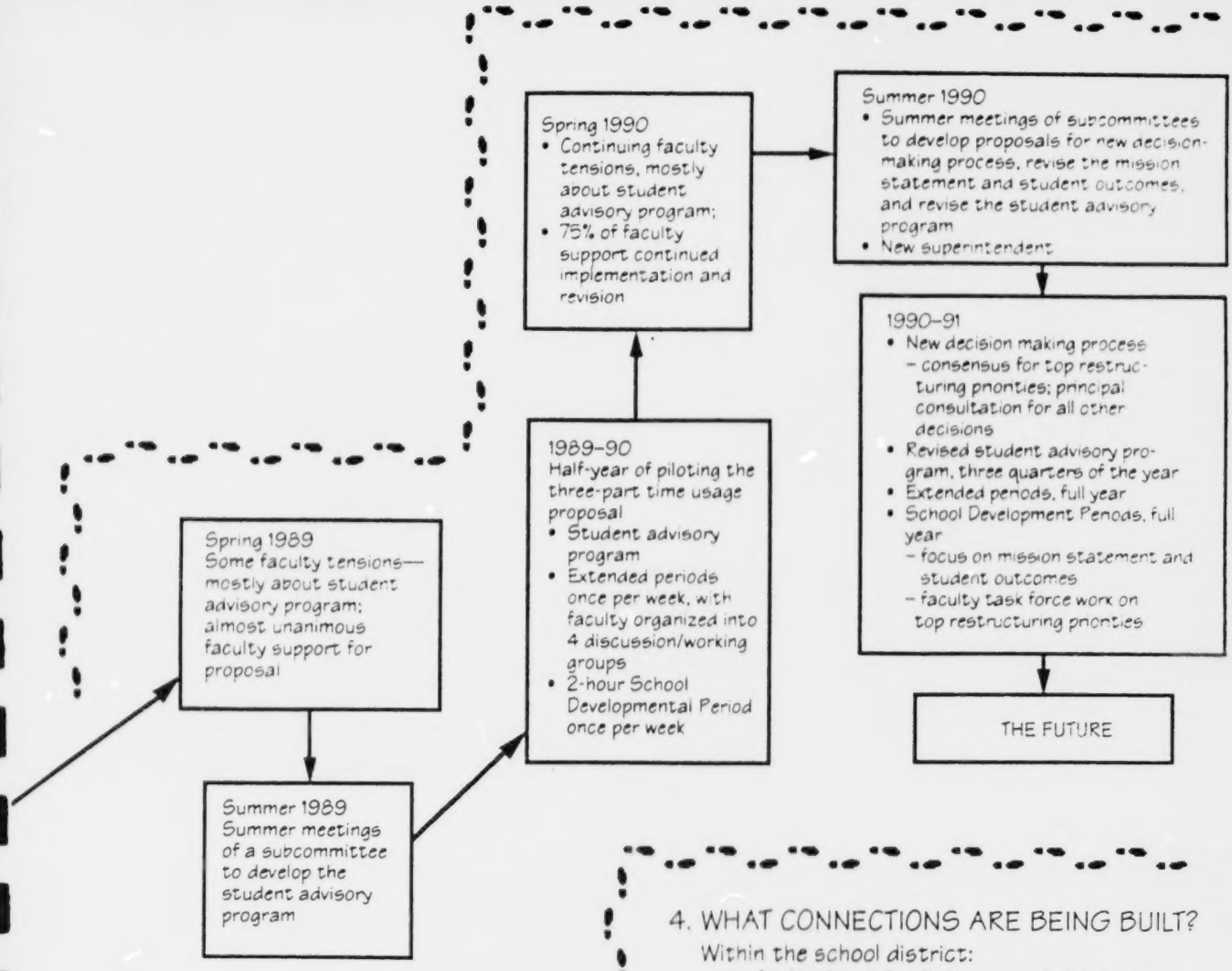
Spring 1989
Some faculty tensions—mostly about student advisory program; almost unanimous faculty support for proposal
Summer 1989
Summer meetings of a subcommittee to develop the student advisory program
1989–90
Half-year of piloting the three-part time usage proposal
• Student advisory program
• Extended periods once per week, with faculty organized into 4 discussion/working groups
• 2-hour School Developmental Period once per week
Spring 1990
• Continuing faculty tensions, mostly about student advisory program;
• 75% of faculty support continued implementation and revision
Summer 1990
• Summer meetings of subcommittees to develop proposals for new decision-making process, revise the mission statement and student outcomes, and revise the student advisory program
• New superintendent
1990–91
• New decision making process
– consensus for top restructuring priorities; principal consultation for all other decisions
• Revised student advisory program, three quarters of the year
• Extended periods, full year
• School Development Periods, full year
– focus on mission statement and student outcomes
– faculty task force work on top restructuring priorities
THE FUTURE

3. WHAT'S DIFFERENT ABOUT THE ORGANIZATION AND OPERATION OF THE SCHOOL?

The school is organized to provide:

- task forces on assessment, tracking, interdisciplinary curriculum, school technology
- two approaches to decision making that include faculty consensus for top restructuring priorities and principal's decision with consultation on other matters
- a late start for students on Wednesdays to give faculty time for staff development and restructuring work
- faculty development and discussion of new mission statement and general student outcomes
- weekly professional seminars for teachers new to the high school

4. WHAT CONNECTIONS ARE BEING BUILT?

Within the school district:

- professional trust (but little communication) exists among the schools in the district
- school board representatives serve on the Restructuring Team
- the school board supported the change in schedule

With parents and the community:

- parents serve on the Restructuring Team

With assistance resources:

- membership in Southern Maine Partnership
- university consultant has been part of the Restructuring Team

5. WHAT QUESTIONS ARE BEING ASKED?

- How can we improve student performance?
- How can we simultaneously accommodate the individual differences among faculty members and restructure as a school?
- To what degree will the School Committee support the restructuring effort with budget funds if state grant money does not continue past the original three-year grant?
- How can we support efforts to continue restructuring districtwide and statewide?

Sample Map in final "polished" stage reprinted with permission of the Regional Laboratory for Educational Improvement of the Northeast and Islands from *Work in Progress: Restructuring in Ten Main Schools* by Pat L. Cox and Jane deFrees

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Appendix B

MAKING CHANGE GAME
Instructions and Handouts

Reprinted with permission of THE NETWORK, Inc. from *Making Changes for School Improvement: A Simulation Game* by Leslie Hergert, Susan Mundry, Frances Kolb, Raymond Rose, and Jo Corro. (c) 1988.

Playing the Game:

PLAYER INSTRUCTIONS

Object of the Game

Your team represents the Equity Committee of the Verifine School District. You've formed this committee to plan and implement efforts to insure educational equity for all students. The team is made up of teachers, parents of students, and other staff. You have two years to accomplish these two goals:

- To win over other educators and parents to support and implement equity in their work.
- To make changes that will benefit students.

Your challenge is twofold:

- To move the key people in the district toward Routine Use of equity in their work.
- To accumulate *StuBens*, indicating student benefits.

Because this is a simulation based on real life, there is no final point or end to the game.

The District

The Verifine School District includes a central administration and school board, a K-8 school, and a 9-12 high school. It is a district that is average in terms of its test scores, socio-economic status, and number of students receiving special services.

The staff and parents of the school district are the people described on the set of *People Cards*. Central administration is represented by two school board members, a superintendent, and an assistant superintendent. The K-8 school includes a principal, teachers, and a parent. The high school is represented by a principal, an assistant principal, teachers, other staff, and a parent. You are given background information on each of these people to help you select individuals for various activities. Your selections will often influence the success of your activities.

The Gameboard

The people described on the *People Cards* are listed on the gameboard as administration, K-8 school, and high school. Each person is represented by a *Player Piece*, which you move through the stages on the board labeled: Information, Interest, Preparation, Early Use, and Routine Use. Skip over the shaded spaces on the board.

The Play

You have been given an *Activities Sheet* that represents all the possible moves in this game. Some of the activities are gathering information, talking to staff, making presentations, conducting workshops, revising curriculum. Working as a committee, you must choose one activity for each move; you may only conduct one activity at a time. You may conduct the activities in any order you wish, although five designated activities may only be done in Year Two.

As you discuss your possible activity choices, you should read the description carefully to make sure you understand what it entails. Then decide, as you would in real life, what your best tactic

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would be. You will notice that each move, or activity, costs *Bits* which represent the resources available to you. You have 42 *Bits* to spend each year.

When your team has decided on an activity, the activity, the persons designated for the activity (if needed), and their stages on the board must be recorded on the *Strategy Record Sheet*. For example, if your team chooses Talk To as your first activity, you will choose three persons to Talk To by checking their names and stages on the *Strategy Record Sheet*. Then you will bring the *Strategy Record Sheet* with two *Bits* to the monitor. The monitor will give you feedback describing the results of your activity. Share the results with the rest of your team, and record them on the *Strategy Record Sheet*. The *Feedback Cards* you get from the monitor will tell you how far to move the pieces on the board. Then, decide on your next move.

The *Feedback Cards* you get from the monitor tell you how successful you have been with the activity, and may contain information that will help you to be more effective. All of the results you experience are based on the findings from 15 years of research and practice in helping schools to improve; we have also built in an element of chance. Sometimes, if you have chosen activities wisely, you will be told to move a designated individual on the board a certain number of spaces, and/or you will win *StuBens* (student benefits). When you get *StuBens*, record them in the column on the *Strategy Record Sheet* so you can tally them at the end of the game.

To Begin

- Read about the people in the Verifine School District on the *People Cards*.
- Decide on an activity as your first move, and choose the designated persons, if appropriate.
- Write down your move on the *Strategy Record Sheet*.
- Count out the number of *Bits* required.
- Take both your *Strategy Record Sheet* and the *Bits* to the monitor.
- Bring the *Feedback Card* from the monitor back to your team.
- Discuss and record the information you get.
- Choose your next activity/move.
- Return the *Feedback Card* to the monitor.

Time

The time will be divided into two segments to represent two school years. The monitor will signal when the first year ends.

Playing the Game:

ACTIVITIES SHEET

As a team, decide which activities will best promote equity in your school district. Each activity below is a separate move; you can only make one activity move each time. You can repeat any activity, except Diagnosis of District and Social Information.

YEAR 1 AND YEAR 2

DIAGNOSIS OF DISTRICT – assessment information from district files.
Cost: 2 Bits

SOCIAL INFORMATION – the informal relationship patterns of people in the district.
Cost: 1 Bit

TALK TO – your first conversation with individual people to introduce equity issues. Choose 3 people.
Cost: 2 Bits

TALK TO AGAIN – a follow-up conversation to further discuss their concerns. Choose 3 people.
Cost: 2 Bits

WRITTEN INFORMATION – a short handout or brochure about equity and the Equity Committee, distributed to all district staff.
Cost: 2 Bits

PRESENTATION – a short presentation to the district about the equity project.
Cost: 2 Bits

WORKSHOP: EQUITY ACTIVITIES FOR YOUR CLASSROOM – training that provides "hands-on" activities to increase equity in the classroom. Choose 5 people in one school (can include parent) to attend.
Cost: 5 Bits

SEMINAR: EQUITY ISSUES AND HUMAN DEVELOPMENT – training to encourage group discussion of equity in relation to students' stages of development. Designate 5 people in one school (can include parent) to attend.
Cost: 6 Bits

MATERIALS DISPLAY – an activity to share new resource materials for classroom use. Designate whether Materials Display is in the elementary or secondary building.
Cost: 2 Bits

CLASSROOM LESSON – teachers conduct equity lessons in their classrooms. Choose 3 people in Early or Routine Use stages on the gameboard.
Cost: 2 Bits

FOLLOW-UP HELP – a conversation to help teachers solve problems with a Classroom Lesson. Choose 3 people.
Cost: 1 Bit

YEAR 2 ONLY

FILM FAIR – a student-sponsored event involving students from several classes. Designate whether Film Fair is for elementary or secondary school.
Cost: 6 Bits

THEME CELEBRATION – district-wide event involving activities in all classes, guest speakers, and assemblies.
Cost: 8 Bits

SUPPORT GROUP – a group of supporters who meet regularly to help one another. Choose 5 people.
Cost: 4 Bits

CURRICULUM REVISION – revision of district curriculum to integrate new material into it. Form a committee of 5.
Cost: 8 Bits

POLICY IMPLEMENTATION – mechanisms to implement district equity policy so that the district becomes equitable in all aspects. Form a committee of 5.
Cost: 8 Bits.

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Playing the Game:

STRATEGY RECORD SHEET

		YEAR 1 AND YEAR 2 ACTIVITIES									YEAR 2 ACTIVITIES					PLAYER PHASES					STUDENTS			
		TALK TO	TALK TO AGAIN	WRITTEN INFORMATION	PRESENTATION	WORKSHOP	SEMINAR	MATERIALS DISPLAY	CLASSROOM LESSON	FOLLOW-UP HELP	FILM FAIR	THEME CELEBRATION	SUPPORT GROUP	CURRICULUM REVISION	POLICY IMPLEMENTATION	INFORMATION	INTEREST	PREPARATION	EARLY USE	ROUTINE USE				
	DISTRICT																							
	ELEMENTARY																							
	HIGH SCHOOL																							
ADMIN.	AL																							
	BETH																							
	CAROL																							
	DAVE																							
ELEMENTARY	EVE																							
	FERN																							
	GARY																							
	HAZEL																							
	IRENE																							
	JAN																							
	KEN																							
	LORA																							
	MIA																							
	NORA																							
HIGH SCHOOL	OWEN																							
	PAT																							
	Q.T.																							
	RAY																							
	SIMONE																							
	THELMA																							
	UPTON																							
	VELMA																							
	WILL																							
	XAVIER																							

____ DIAGNOSIS OF DISTRICT ____ SOCIAL INFORMATION TOTAL YEAR 1:

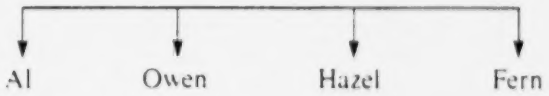
TOTAL YEAR 1 AND 2:

Playing the Game:

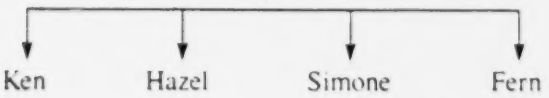
SOCIAL INFORMATION

As you've gone around the district talking to people, you've picked up information, such as who talks to whom, who people think of as informal leaders, whose opinions are respected. You start asking people informally whose opinion they trust on curriculum matters, who they think are the strong people in the district. One day, you decide that this information may come in handy, so you develop sociograms to show the influential people and their followers.

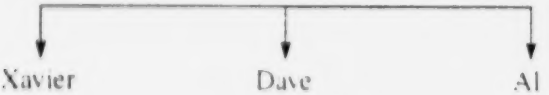
Eve Excell, a highly respected administrator



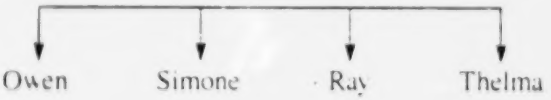
Jan Jemm, a gifted teacher trusted by many



Nora Noble, a community leader who is on many committees



Upton Uprite, an excellent teacher who is also "one of the boys"



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Playing the Game:

DIAGNOSIS INFORMATION SHEET

1. Your Equity Committee did not think that there was district commitment to equity. However, you find the district has a strong policy on equal educational opportunity that was passed and affirmed by the school board two or three years ago.

2. You discover a report of self-evaluation that was completed in the last year. Your reading of the report indicates that the assessment was a superficial one, but that no major problems are indicated. Five years ago, inappropriate language was eliminated from course titles and descriptions (i.e., sexist, racist, and exclusionary terms). Recruitment materials and other publications reflect both boys and girls, various racial and cultural groups, and handicapped people in a variety of activities. You are concerned that there has been no inservice on equity issues in five years, and that there is little evidence that equity issues are included in the district curriculum. The social studies curriculum is the only exception – it has been reviewed for equity and revised to include the contributions of women and minority groups.

3. Over the past five years, the district adopted a new basal reader, the science curriculum was reviewed and revised, and inservice training was provided on discipline, writing instruction, and career education. Most of these innovations were initiated by people at the K-8 school.

4. Parents are actively involved in the schools – they talk frequently to teachers and school board members, they volunteer in classes, and they organize for and against things they feel strongly about. Some parents are influential in bringing about school improvements.

5. Beth Bright, the new Assistant Superintendent, has been named the administrative liaison for the Equity Committee. Beth is supportive of equity and your efforts, but also has many other responsibilities.

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Learning from the Game:

LEARNINGS BUILT INTO *MAKING CHANGE*

1. *Change takes time and persistence.*

2. *Individuals go through stages in the change process and have different needs at different stages.*

3. *Change strategies are most effective when they are chosen to meet people's needs.*

4. *Administrative support and approval is needed for change to occur.*

5. *Developing a critical mass of support is just as important as developing administrative support.*

6. *An individual or committee must take responsibility for organizing and managing the change.*

7. *The objective is to benefit students, not just "convert" staff.*

8. *Successful change is PLANNED and MANAGED.*

Learning from the Game:

STAGES OF CONCERN

Typical Expressions of Concern About an Innovation

STAGES OF CONCERN	EXPRESSIONS OF CONCERN
6. REFOCUSING	I have some ideas about something that would work even better.
5. COLLABORATION	How can I relate what I am doing to what others are doing?
4. CONSEQUENCE	How is my use affecting kids? How can I refine it to have more impact?
3. MANAGEMENT	I seem to be spending all my time getting materials ready.
2. PERSONAL	How will using it affect me?
1. INFORMATIONAL	I would like to know more about it.
0. AWARENESS	I am not concerned about it.

Adapted from: Shirley M. Hord, William L. Rutherford, Leslie Huling-Austin, and Gene E. Hall. *Taking Charge of Change*. Alexandria, VA: ASCD and Austin, TX: SEDL, 1987.

Learning from the Game:

LEVELS OF USE OF THE INNOVATION

Typical Behaviors

LEVELS OF USE	BEHAVIORAL INDICES OF LEVEL
VI. RENEWAL	The user is seeking more effective alternatives to the established use of the innovation.
V. INTEGRATION	The user is making deliberate efforts to coordinate with others in using the innovation.
IVB. REFINEMENT	The user is making changes to increase outcomes.
IVA. ROUTINE	The user is making few or no changes and has an established pattern of use.
III. MECHANICAL	The user is using the innovation in a poorly coordinated manner and is making user-oriented change.
II. PREPARATION	The user is preparing to use the innovation.
I. ORIENTATION	The user is seeking out information about the innovation.
0. NONUSE	No action is being taken with respect to the innovation.

CBAM Project
Research and Development Center for Teacher Education
The University of Texas

Appendix C

FOUR-FRAME MODEL
Instructions and Handouts

Far West
LABORATORY

RESTRUCTURING & THE CHANGE PROCESS

Workshop Description

In schools throughout the country, restructuring efforts range from increasing the use of technology to rearranging the time and sequence of the school day. In order for restructuring to take place, the focus of change must be on the school rather than singular activities such as curriculum reform or site-based decision-making. In addition, the focus of change must be centered on student learning, with all efforts geared towards designing *structures* that can best support the needs of young people. This requires both systemic thinking and a new set of skills to envision a restructured school, as well as tools to manage school culture and the complexities of human behavior within organizations.

This workshop will begin to address these issues by:

- providing an overview of restructuring in the USA;
- exploring the concept of open-systems thinking;
- introducing a four-frame model to view organizational change (and barriers) in a systematic way; and
- creating an opportunity for participants to examine their school using the four-frame model.

Presenters:

Mary Amsler and Kayla Kirsch are staff members at Far West Laboratory with extensive background in organizational development. Mary Amsler is the Director of the Program for Policy Support. Kayla Kirsch is consultant to Kentucky Department of Education in a statewide reform effort to restructure Kentucky's school system.

Far West Laboratory for Educational Research and Development
730 Harrison Street San Francisco, CA 94107-1242 (415) 565-3000 FAX (415) 565-3012

Restructuring and the Change Process

WORKSHOP LEADERS:	Mary Amsler and Kayla Kirsch
TIME REQUIREMENTS:	Minimum of 2 hours for presentation; full-day for hands-on data gathering and discussion. For intact work groups, a follow-up meeting (with district/school team or whole staff) within a month is ideal.
MATERIALS:	Chartpad paper for at least 4 groups Markers (watercolor) Masking Tape Rubber bands - 1 per participant Four Frames Chart Stilts & pants (optional!) Handouts: *(in order of appearance)* Types of Restructuring Characteristics of Restructured Schools A Systems Model of a School Four Frames to View Organizations Four Frames Questions for Discussion

I. Overview of FWL, what is does, who it serves, brief history, our roles

II. What is Restructuring?

A. Ask participants, "You've probably heard a lot about restructuring. What do you think it means to restructure?" (this will raise a lot of discussion and wild notions among some groups)

B. Clarification of Restructuring

1. School is the unit of change
2. School/district is a system of interrelated parts
3. Restructuring vs. school improvement
4. Historical context: how restructuring fits into the reform movement
5. Examples of policies that are supporting restructuring (e.g., SB 1274,charter schools, etc.)

6. Five main areas of school restructuring: *(restructuring handouts)*

   a. Curriculum, Instruction, Time
   b. Authority (e.g., school-based decision making)
   c. Services to Children (e.g. KY's onsite Family Resource Centers)
   d. Public Financing (e.g., choice. vouchers)
   e. Student Assessment (e.g., portfolios, performance-based)

III. Dynamics of Structural Change in an Open System

A. Rubber band demonstration:

1. *This is the story of you and the rubberband*. You and the rubberband were an open system and are trying to change.

2. So how do we change? (let them answer) We try to change it by playing with it. But notice that in my system I stop being able to go further e.g. there's resistance, if I pull it can break and we'll have a systems failure.

3. Let's assume we want to change,. What's causing the resistance (to change)?

4. Law #1 structural tension always seeks resolution (that's how suspension bridges and domes are formed - structural tensions are counterspanned)

5. As a human system, we experience structural tension when there is a different between our current realities and our vision (our purpose, the spark that motivates us)

6. What are our options for resolving this tension? (e.g. bring 1 towards the other, away it could break.)

   a. the dreamer - when vision isn't hooked to current reality
   b. top-down visioning - almost always fails because it never hooks up with the current reality at the bottom.
   c. problem-solving mentality "let's get around this problem" might reduce tension but it doesn't change the system.

7. Systems change only comes when the vision is connected to current realities and the vision stays strong. If you stretch the system, you can do a lot. (demonstrate this using a slingshopt approach).

B. Quick questions/comments from participants

IV. **What is an Open System?** ***(handout: systems model of a school)***

A. Open vs. Closed Systems
B. Inputs, Processes and Outcomes
C. The missing dimension in a systems chart: human behavior

V. **Four-Frame Approach to Viewing Organizations**
(at least 45 minutes; use chart & handout)

A. Overview of Four Frame Approach

1. Frames are lenses to view the world. Intention is to temporarily filter out certain aspects in order to see other aspects more clearly.
2. Frames are interrelated; together they form a whole.

B. Structural Frame - emphasizes the importance of formal roles and relationships. Structures (which are commonly depicted in org charts) are created to fit an organizations environment and technology. Organizations allocate responsibilities (division of labor), and create rules, policies and management hierarchies to coordinate diverse activities. Problems arise when the structure does not fit the situation - there is a structural mismatch to the environment and/or technology.

C. Political Frame - views organizations as arenas of scarce resources where power and influence are constantly affecting the allocation of resources among individuals and groups. Conflict is expected because of differences in needs, perspectives, and life styles among different individuals and groups. Bargaining, coercion, and compromise are all part of everyday organizational life. Coalitions form around specific interests and may change as issues come and go. Problems may arise because power is unevenly distributed or is so broadly dispersed that it is difficult to get anything done.

D. Symbolic Frame - abandons the assumptions of rationality that appear in each of the other frames and treats the organization as theatre or carnival. Organizations are views as held together more by shared values and culture than by goals and policies. They are propelled more by rituals, ceremonies, stories, heros and myths than by rules, policies, and managerial authority. Organization is drama; the drama engages actors inside and outside audiences form impressions based on what they see occurring on-stage. Problems arise when actors play their parts badly, when symbols lose their meaning, when ceremonies and rituals lose their potency. Improvements come through meaningful symbol, myth and magic.

E. Human Resource Frame - focuses on the people in the organization since organizations are inhabited by people. Individuals have needs, feelings and prejudices. We humans have skills and limitations. We have great capacity to learn and a sometimes greater capacity to defend old attitudes and beliefs. From a human resource perspective, the key to effectiveness is to tailor organizations to people - to find an organizational form that will enable people to get the job done while feeling good about what they are doing. Problems arise when human needs are throttled.
(for greater impact, this frame can be described while standing on stilts to demonstrate the need for people to walk tall and feel empowered in organizations)

VI. Small Group Discussion (at least 1 hour)

A. Variation #1: if there are many schools in a district, have staff meet as a school first for shorter discussion in am, then break into "frame" groups (based on personal interest & ideas) in pm.

B. Variation #2: if there is one school or a variety of participants, divide into four "frame" groups based on interest/ideas

C. Roles in groups - facilitator, recorder, reporter, process advisor

VII. Small Groups Report Out (at least 5-10 minutes per group)

A. Key learnings
B. Optional comments from process advisor about group's process

VIII. Next Steps

A. Where to go from here? Identify next possible actions
B. Identify who will do what by when *(on chart)*

IX. Closure/Wrap Up (15 minutes, depending on size and activity)

A. If there's an intact school/district group: Explain that organizational transitions require deciding what you want to preserve and discard from the "old" way, and what you what to create in the "new" structure. The closure activity will delve into the symbolic frame. Assignments:

1. One frame group finds a way to share one thing that they want to preserve from the old structure.

2. One frame group finds a way to share one thing that they want to discard from the old structure.

3. Two frame groups find ways to share one thing that they want to create in the improved school/district.

B. Give each group 5-10 minutes to create a way to communicate their ideas in whatever form they want. Risk-taking is highly encouraged. Give groups 5 minutes max to present. *(note: this is a risky process if either the group or the workshop leader is uncomfortable with non-verbal communication techniques. The leaders must set the tone and model desired behavior for it to work well. In one elementary school, one group wrote a rap song, another formed a human sculpture, etc.)*

C. If there's a mixed-constituent group: Sound ball ---> Change ball
Form a circle, throw a pretend ball in the circle. Whoever throws the ball can change it's size, weight, the sound it makes, etc. Continue for a few minutes until there's familiarity with/enjoyment of the game. Then transform the ball into a change ball, which can change size, weight, sounds, and even make words to express our thoughts/feelings/ideas about the change process.

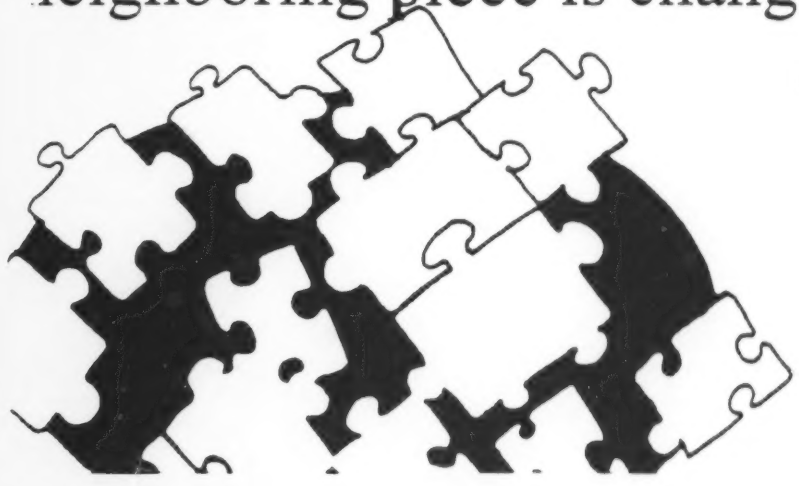
D. Other options: Any other quick form of closure, depending on time and culture of group.

X. Evaluation

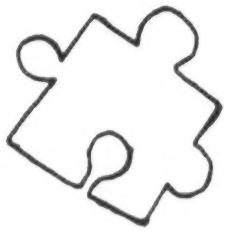
A. Quick verbal go around and/or;
B. Participants complete written forms

Organizational Barriers

Imagine a circular jigsaw puzzle with students and teachers in the center, surrounded by rings of interlocking pieces representing the demands of local, state, and federal agencies ... Trying to change one piece of an interlocking set of pieces is not possible unless the other pieces are flexible enough to yield when the shape of a neighboring piece is changed.



(Concept derived from Jane David, 1990)



Characteristics of Restructured Schools

- Flatter organization with fewer levels of management between the superintendent and teachers
- More decisions will be made at the school level
- Teachers will assume more responsibility for total school organization
- Collaborative relationship will occur instead of hierarchial ones
- Instructional and assessment practices will look quite different

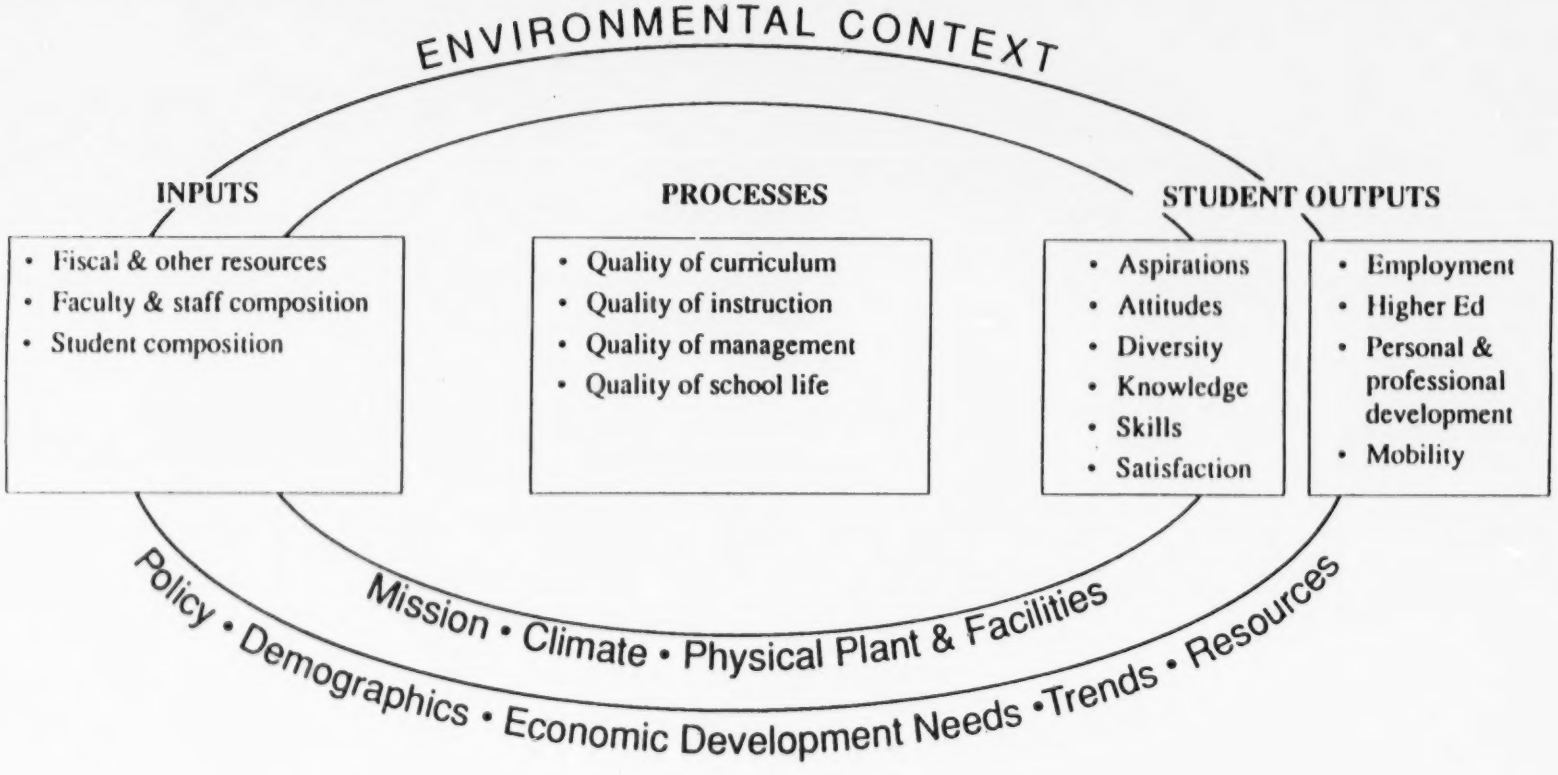


Figure 1:
A Systems Model of a School

FOUR FRAMES TO VIEW ORGANIZATIONS

STRUCTURAL

- formal roles & relationships are created to fit an organization's environment & technology
- allocation of responsibilities, rules, policies, hierarchies are established to coordinate diverse activities.
- reorganization is needed when the structure no longer fits the situation.

HUMAN RESOURCE

- organizations are inhabited by people: individuals have needs, feelings, and prejudices.
- individuals have a great capacity to learn and a capacity to defend old attitudes and beliefs.
- the key to effectiveness is to tailor organizations to people: to find an organizational form that will enable people to get the job done while feeling good about what they're doing.

POLITICAL

- organizations are arenas of scarce resources where power and influence are constantly affecting the allocation of resources among individuals and groups.
- conflict is expected because of differences in needs, perspectives, lifestyles, etc. Coalitions form around special interests.
- bargaining, coercion and compromise are part of organizational life.

SYMBOLIC

- organizations are held together more by shared values and culture than by goals and policies.
- Rituals, ceremonies, stories, heroes & heroines and myths are more powerful than rules, policies and formal authority.
- problems arise when symbols lose their meaning, ceremonies & rituals lose potency. Improvements come through symbol, myth, magic.

adapted from *Modern Approaches to Understanding and Management Organizations* by Lee Bolman and Terrence Deal (CA: Jossey-Bass, Inc., 1984)

STRUCTURAL FRAME

3 "R"s

- Rules, Roles, Relationships
- Formalized pattern of activities, expectations, and exchanges among individuals

ASSUMPTIONS

- Organizations exist to accomplish established goals
- They work best when there is little environmental turbulence and high degree of rational norms
- Problems usually reflect inappropriate structure
- Even the right people will have problems in wrong structure.

KEY??s

- How are responsibilities divided?
- What does your organizational chart look like? How does this compare to how work is really done here?
- Who do people depend on to carry out their work?
- How are activities coordinated?
- What does the organization do?
- In what environment does it operate?

KEY PROBLEMS

- Overlap/gaps/ under use
- Too little interdependence or autonomy
- Too many meetings
- Too many rules
- Too loose/too tight
- Mismatch between structure & environment or technology

adapted from *Modern Approaches to Understanding and Management Organizations* by Lee Bolman and Terrence Deal (CA: Jossey-Bass, Inc., 1984)

POLITICAL FRAME

"Alive and screaming political arenas" ... fighting for limited resources, power to control. There's always politics ... it's a question of how to manage them.

COALITIONS

- People will develop coalitions to wield greater power. Example: teacher's union, informal lobbyists with principal.
- Coalitions change depending on issue, i.e., in-fighting until outside adversity.

INDIVIDUAL GROUPS AND CHANGES

- Differ in values, beliefs, information, perceptions of reality strongly embedded and changes slowly if at all.

ORGANIZATIONAL DECISIONS

- Made through processes of bargaining, negotiation and jockeying for position.

POWER & CONFLICT

- Are central features of organization life — not negative: natural elements of a vital organization.
- No such thing as a permanent improvement. Today's elites may be tomorrow's outsiders.

adapted from *Modern Approaches to Understanding and Management Organizations* by Lee Bolman and Terrence Deal (CA: Jossey-Bass, Inc., 1984)

SYMBOLIC FRAME

ORGANIZATION AS THEATER

- An organization is like a theater and we're all actors playing parts.
- We create our own reality with symbols to cope with confusion and uncertainty common in organizational life.
- Symbolic frame focuses on concept of meaning, belief, and faith.
- All organizations have myths, stories, fairy tales. They play an important and unappreciated role in an organization.

ORGANIZATIONS JUDGED BY APPEARANCE

- Myths are developed to make sense of appearance out of chaos, e.g., principal comes in earlier -> myth of "must be doing a lot of work" or "really in charge."

MYTHS AND STORIES

- Explain, express, maintain solidarity and cohesion, legitimize reality, create stability in difficult times of change.
- Blind us from reality, new information, and opportunity to learn.
- Provide security, knowledge, propaganda.
- Communicates organization's central myth to insiders and outsiders.

RITUALS AND CELEBRATION

- Mark important events and people.
- Scrutinize and stabilize.
- Lose meaning if no longer fit organizational culture.

METAPHORS

- Manage meaning.
- Decribe fears, ambitions, vision.

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HUMAN RESOURCES FRAME

ASSUMPTIONS

- Organization should serve and fit people.
- Organization and people need each other.
- When fit between organization and individual is poor: both will suffer.
- When good, benefits both.

PEOPLE BRING OWN NEEDS: "ABCs"

- Individual conducts relationships — fit own style regardless of organization.
- Individuals work at organization task and own needs — interpersonal and social.
- Basic need: autonomy, belonging, competence.

NEEDS ARE PEOPLE

- If not met, act out.
- There are always "people dynamics".

LEADERSHIP

- Good leaders effectively deal with people dynamics.
- There is a current shift from top down to participative management.
- Site-based management: People realize how hard it is to work together; learning new skills initially lowers competency.

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Questions for Discussion

Structural Frame

How does your present organizational structure serve students' academic and social learning needs? How does the structure limit student learning? How might the roles, rules and responsibilities be changed to better meet students' needs?

Human Resource Frame

If a key to organizational effectiveness is to tailor organizations to people, what factors in your school enable people (at all levels) to do a good job and feel good about their work? What inhibits people from getting personal and organizational needs met ?

Political Frame

If an organization is an arena of scarce resources, what are some of the present conflicts that your school is experiencing?

Symbolic Frame

What are the values, myths, stories, rituals, ceremonies that hold your school - as a culture - together? Which of these could inhibit change?

STRUCTURAL FRAME

Rules

How would you change the present scheduling and organization of classes to deepen student learning?

How would you group students differently ?

How would you re-distribute time differently throughout the day?
(For example: How would you change the bell schedule? Are there better ways to convey closure other than bells? How would you reorganize recess or non-instructional periods?)

What rules would you eliminate that hinder student learning?

What rules would you eliminate that hinder staff's ability to work effectively with students?

Roles

How would you redefine teacher work roles? How would you develop different teaching arrangements? (e.g., team teaching, large group lecture, small group work)

How would you change the definition(s) of a "teacher"? For example, how would you integrate community "teachers" into your school? (e.g., performance artists, carpenters, plumbers, architects, scientists?)

How would you redefine the role of students? How would you encourage genuinely active student learners beyond the rhetoric?

How would you redefine the roles of other school members (staff, principal, parents)?

Responsibilities

How would you redefine the present responsibilities of school members (students, staff, principal, parents, community)?

How would you provide planning/staff development opportunities for staff to create and promote a learning organization?

HUMAN RESOURCE FRAME

What would you change to bring out the best in all staff? What would you change in the way your school is organized that prevents staff from being as effective as they could be?

In looking at the whole child, are there certain kinds of learning (e.g., academic, social, physical, etc.) that are not effectively occuring in your school? What would you change in the way the school is organized to bring out the best in students?

What kinds of professional development opportunities are needed?

How would you use human resources - from students to the principal to the janitor - differently?

What are the "isms" (i.e., racism, sexism, classism, etc.) in your culture that prevent your school from being an effective learning community?

How could you make better use of the resources in the larger community? (i.e., business partnerships, teacher networks, mentoring, etc.)

Amsler/Kirsch workshop materials

POLITICAL FRAME

Map what you see to be the areas of potential tension in the school / district.

What are the issues where there is disagreement over how resources should be allocated?

How are resource decisions presently made?

How are conflicts and disagreements presently dealt with in the school? How do these tensions affect student learning?

How comfortable are members of the school community with the idea of political disagreements, coalition-building, competition for resources?

How could you better manage conflicts at the school? District?

Amsler/Kirsch workshop materials

SYMBOLIC FRAME

Symbols

Are there any clear symbols you associate with your school? If so, are they still meaningful?

Describe a new symbol you would want to associate with the school that reflects what the school stands for to the members of its community.

Myths & Stories

If you were an anthropologist trying to describe the school culture to a group of anthropologists from another country, what organizational stories would you tell as a way of explaining what the values of this school are? What organizational myths exist?

What makes this school uniquely different from other elementary schools in the area?

What myths or stories could convey what the school stands for to the members of the community?

Rituals & Ceremonies

What are the common rituals and ceremonies that you associate with the school?

If so, which still hold real meaning and which might be considered "remnants" of the past?

When do the rituals & ceremonies occur?

Who do the rituals & ceremonies serve? (e.g., staff, certain kinds of students, specific grade levels, etc.) Who don't they serve?

What rituals & ceremonies would you develop? (e.g., to create a unified school feeling, to invite the larger community, to celebrate diversity, to facilitate thematic/interdisciplinary curriculum, etc.)